DOCUMENT RESUME

ED 424 615 EA 029 316

TITLE	Measures Taken in the Member States of the European Union To Assist Young People Who Have Left the Education System without Qualifications.
INSTITUTION	EURYDICE European Unit, Brussels (Belgium).
ISBN	ISBN-2-87116-273-5
PUB DATE	1997-12-00
NOTE	146p.
AVAILABLE FROM	European Unit of Eurydice, Rue d'Arlon 15, B-1050 Brussels, Belgium; e-mail: EURYDICE.UEE@euronet.be; Web site: http://www.eurydice.org
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Research (143)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Dropouts; Elementary Secondary Education; Foreign Countries; *Helping Relationship; *Out of School Youth; School Holding Power; *Student Attrition; Tables (Data); Youth Problems
IDENTIFIERS	*Europe; *European Union

ABSTRACT

European Union Member States gather information on students who drop out without qualification so that they may know how to help this population. This report presents the broad range of measures, arrangements, and systems that exist for supervising, monitoring, training, and providing for dropouts. The text defines the categories used for the description and provides information on the measures, including names of the measures, types of measures, aims of the measures, certification, context, target group, age, and duration, all of which is followed by an analysis of the various measures offered. Some of the issues and debates that surround this population are discussed and include such questions as how is a specific measure for young people without qualifications defined?; what are the preventive or second-chance measures taken?; and what are the social and occupational integration or education/training measures? The last section, the national descriptions, provides 30 tables of grid profiles of measures aimed wholly or partly at young people who have left compulsory education without qualifications. (RJM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 424 615

EURYDICE

Measures taken in the Member States of the European Union to assist young people who have left the education system without qualifications

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Delel

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

EURYDICE
The information network on education in Europe

EA 029 316

Measures taken in the Member States of the European Union* to assist young people who have left the education system without qualifications

December 1997

* Under the European Economic Area Agreement, Iceland, Liechtenstein and Norway are participating in the activities of the Eurydice network and are therefore included in this study.

EURYDICE

The information network on education in Europe

This document is published by the European Unit of Eurydice with financial support from the European Commission (DG XXII: Education, Training and Youth).

Original language: French
Available in DE, EN, FR
D/1998/4008/1
ISBN 2-87116-273-5

This document is also available on the Internet (http://www.eurydice.org).

The contents of this publication may be reproduced in part, except for commercial purposes, provided that the extract is preceded by a complete reference to "Eurydice, the Information Network on Education in Europe", followed by the date of the edition of the document.

Requests for permission to reproduce the entire document must be made to the European Unit.

European Unit of Eurydice
Rue d'Arlon 15
B-1050 Brussels

Table of contents

Table of contents 3

Foreword 5

I – INTRODUCTION: WHO ARE THE YOUNG PEOPLE WITHOUT QUALIFICATIONS? 7

II – DEFINITION OF CATEGORIES USED FOR THE DESCRIPTION AND ANALYSIS OF THE MEASURES 13

1. Names of the measures (and dates of introduction) 13
2. Types of measure 13
3. Aims of the measures 14
4. Certification 14
5. Context 14
6. Organisation of timetable and educational measures 14
7. Target group 14
8. Age 15
9. Duration 15
10. Responsible authority 15
11. Geographical area 15
12. Financial aspect 15
13. Evaluation of the measure 15

III – ANALYSIS OF THE MEASURES CITED 17

A. SPECIFIC MEASURES FOR YOUNG PEOPLE WITHOUT QUALIFICATIONS 17

1. Aims and types of measures 17
2. Duration 18
3. Dates of introduction 21
4. Context 23
5. Certification 23
6. Age 23
7. Responsible authority 24
8. Financial support for participants 24
9. Evaluation 25

B. GENERAL MEASURES 25

IV – ISSUES AND DEBATES 31

A. How is a specific measure for young people without qualifications defined? 31

B. Preventive or second chance measures? 32

C. Education in school or training market? 32

D. General education or vocational training? 33

E. Social and occupational integration or education/training measures? 34

V – NATIONAL DESCRIPTIONS 35

EUROPEAN UNION

BELGIUM

French Community 36

Flemish Community 38

German-speaking Community 40

DENMARK 42

GERMANY 46

GREECE 48

SPAIN 50

FRANCE 56

IRELAND 60

ITALY 62

LUXEMBOURG 64

NETHERLANDS 66

AUSTRIA 68

PORTUGAL 70

FINLAND 74

SWEDEN 78

UNITED KINGDOM

England, Wales and Northern Ireland 80

Scotland 84

EFTA/EEA COUNTRIES

ICELAND 86

LIECHTENSTEIN 88

NORWAY 89

Foreword

The issue of young people without qualifications is at the forefront of social and political concerns. This problem must of course be seen within a context where the unfavourable economic situation increasingly singles out unskilled people as the primary victims of unemployment and social exclusion. Thus there is, in the industrialised countries, a much more acute awareness than in the past of how a lack of qualifications can lead to marginalisation.

Despite the general increase in the number of years European pupils spend at school and the current requirement for higher qualifications to fulfil ever more complex tasks, a number of young people leave the education system without qualifications.

Most of the Member States feel concerned by the problem and have introduced a variety of measures aimed at preventing, as well as remedying, this situation. Furthermore, older measures have been adapted to enable them to tackle their new mission.

During the debate on the European Commission's White Paper *Teaching and learning: towards the learning society* which took place in 1996, Member States stressed the need to make the best of experiments and actions at national level to assist young people who have left the education systems without qualifications and to have more information on this topic.

In order to respond to this request and take stock of existing measures, the Commission approached the Eurydice network. The information-gathering work undertaken on the subject by the Eurydice national units in the European Union and the EFTA/EEA countries has highlighted the extremely broad range of measures, arrangements and systems that exist for providing for, supervising, monitoring and training young people who have left education without qualifications.

For example, the types of structure chosen; the timing, duration and methods of qualification; the contexts; the organisation of the timetables; the target groups; the responsible authorities; and the financing and evaluation of measures all testify to a great diversity in both approach and methods of implementation. This document also suggests some avenues of analysis to enrich the debate at national and European level. These are described in the comparative summary preceding the national descriptions.

Finally, it is important to bear in mind that this document focuses on measures for young people who have left the education system without qualifications. It therefore does not deal with preventive measures and systems which have been developed throughout the course of schooling and within the education systems. These are of course very important and are treated in a specific study under the Socrates programme. This study should be completed in 1998.

We would like to thank all the national units for their valuable contribution to the preparation of this document which serves to confirm Eurydice's role in supporting the debate on education at national and European level.

Luce Pépin
Head of the Eurydice
European Unit

December 1997

I – Introduction: Who are the young people without qualifications?

It is important to define at the outset exactly what is meant by the term **young persons who have left the education system without qualifications** before undertaking a comparative analysis of the measures taken to help them. The replies provided by Member States to the question as to how such young people are defined at national level point to a great disparity in the political and social perceptions of this target group within the European Union (see Table 1). This disparity in the more or less official or simply customary definitions must of course be seen in the context of the differences in the educational and training pathways which characterise the countries concerned.

Apárt from the Spanish definition in the framework law governing the education system (LOGSE), there seems to be no statutory definition of a "young person without qualifications". France, the Netherlands and Finland have official definitions. In France, the official definition used in all ministries is, among others, used to provide statistics. However, in most cases we find definitions that are either implicit or in current use. These, no doubt, reflect the perceptions citizens and decision-makers have – as well as employers, whose main concern is recruitment – of what it is to be without qualifications.

In some cases the qualification threshold – the level below which a person is considered to be "without qualifications" – is minimal, such as the end of compulsory education at 14 years in Italy. Some countries have certain additional conditions, such as pupils completing compulsory education with a certificate enabling them to continue studying or embark on training (Denmark, Spain and Norway) or stipulating a level higher than that of completion of compulsory education, for example the end of post-compulsory/ upper secondary education or its equivalent, as in the Flemish Community in Belgium and Iceland. There are also definitions based on the impossibility of finding a job or an apprenticeship place (French Community in Belgium and Spain).

In Finland, pupils must have completed at least vocational or higher education to be considered as adequately qualified, a certificate of upper secondary general education not being considered sufficient. Germany has a similar policy, considering that both a general qualification and a vocational qualification are necessary to have a full qualification.

Furthermore, the variations in definitions and statistics also reflect differences in the way education is organised – what each country traditionally considers to be necessary education – as well as concepts of social integration, which in turn are likely to be linked to the labour market situation.

Map 1. Status of definition of a young person without qualifications

Source: Eurydice, 1997.

To take the analysis one step further would require a distinction to be made between a total lack of qualifications and qualifications which are insufficient for access to specific courses or employment. For example, in the United Kingdom, pupils taking nationally recognised qualifications are awarded certificates (General Certificates of Secondary Education – GCSEs – and Scottish Certificates of Education at Standard Grade – SCEs) listing the subjects passed. Pupils with a pass in one single subject therefore receive a certificate and are not considered to be without qualifications. However, one such pass may not be adequate for them to pursue education leading to some higher level qualifications, or to obtain suitable employment. Therefore most measures in the United Kingdom target a broader group of young people.

The situation is similar in countries such as Finland, where virtually all pupils leave compulsory education with a certificate.

In these two Member States, distinctions can be made on the basis of the number of subjects passed and the grades appearing on the pupils' certificates.

Map 2. Levels of qualifications judged to be minimum

Leaving certificate at the end of compulsory education
Final upper secondary school leaving certificate
Vocational or higher education qualification

Source: Eurydice, 1997.

It is sometimes difficult to arrive at a definition of the minimum qualifications required in any given country to remain in education or have a real chance of finding a job, but such a definition does give a more realistic idea of the actual opportunities available to young people.

As a result of the differences in the definitions provided by Member States, the **statistical data** shown in Table 1 differ widely and are not easily comparable. A person considered without qualifications in one country may not be so considered in another. It goes without saying that percentage comparisons between countries would be pointless. However, where statistics covering several years are available, there seems to be a decrease in the percentages coming under the definition (Germany, France, United Kingdom – England, Wales and Northern Ireland), except in Sweden, where the percentages have increased slightly, although from a very low starting level.

BEST COPY AVAILABLE

Table 1. Target group and statistical data

	Definition of a young person who has left the education system without qualifications	Statistical data
B fr	No legal or official definition. In the strict sense, any young person who has not completed at least vocational education or a technical section of the "qualification stream" with a certificate of qualification. The concept of a "young person without qualifications" has no legal significance but more of a sociological one. This term covers all young people who are unable to find a job because they have not received suitable training.	No data available.
B nl	Young people who do not have a certificate of completion of secondary education (*Diploma van secundair onderwijs*), of part-time education or of apprenticeship.	No data available.
B de	Although those dealing with this problem know what their target is, there is no specific definition of it. In general, these are young people who at the end of their compulsory education have only a primary school certificate and no certificate of secondary education. The target group may vary depending on the training institution.	No data available.
DK	Young people who have no qualifications beyond compulsory education, either because they have not started, or because they have dropped out of, a post-compulsory programme.	In 1992/93, about 21% of pupils who had left the *Folkeskole* three months previously had not gone on to the next level but only 11% were in this position a year later. In 1995, it was estimated that 5% of young people did not take up any course of education after leaving the *Folkeskole* and 21% did not complete upper secondary education. The latter figure is estimated to be down to 14% for 1998.
D	In Germany, a distinction is made between **general** and **vocational** final qualifications. Germany's education policy is to provide all young people with both a general final certificate and a vocational qualification. 1) Young people with no **educational** qualifications are those who do not (yet) have a general final certificate (*Hauptschulabschluß; Realschulabschluß/Mittlerer Schulabschluß; Fachhochschulreife; Hochschulreife/Abitur*). 2) Young people without a **vocational** qualification – regardless of the level of education they have completed – are all those who have no vocational leaving qualifications which can be obtained at the following institutions: - in companies and *Berufsschulen* (vocational schools) under the "dual system" of vocational training; - in *Berufliche Vollzeitschulen* (full-time vocational schools) at upper secondary level; - in universities and other higher education institutions.	The 1996 report on vocational training (*Berufsbildungsbericht*) indicates that about 1.6 million people in the 20 to 30 age group have no recognised vocational qualification (10-14% of the different age groups). These figures come from a 1991 report. The figures have been decreasing since the mid-1960s.
EL	There is no official or legal definition. The generally understood meaning is a young person of 16 to 25 years of age who left school before finishing the *Lykeio* (upper secondary school) at least two years previously.	Some 15 000 people per year.
E	Legal definition provided by the LOGSE (framework law on the education system, 1990, Article 23): young people who have not achieved the objectives of compulsory secondary education (normally completed at the age of 16) who, for this reason, have failed to obtain a qualification providing them with access to a job or a chance to continue their studies in one of the various educational options provided by the LOGSE.	No data available on this population.
F	This category, according to all official publications and studies, such as the employment surveys carried out by the National Institute for Statistics and Economic Studies (INSEE), consists of young people of over 16 who leave the education system with training level VI or V(*bis*). The first group includes pupils who have no qualifications when they leave lower secondary education (1st to 3rd years, preparatory classes for an apprenticeship (CPA), or 'integration' classes to prepare for a qualifying vocational training programme (*classes pré-professionnelles de niveau* – CPPN), special education (SES) or one-year vocational training (CEP)). The second group includes pupils who have left the 4th year or preparatory classes for a first vocational qualification (vocational proficiency certificate (*Certificat d'Aptitude Professionnelle* – CAP) or a vocational studies certificate (*Brevet d'Etudes professionnelles* – BEP)) before the final year. All young people who are not at school or in an apprenticeship are considered as having left the education system.	According to an INSEE employment survey, the number of people who have left the education system without qualifications or with only a CEP was 206 000 in 1977, compared with 102 000 in 1994. In 1994, 59 300 young people left the education system with training level VI or V(*bis*), i.e. 7.8% of the age cohort under consideration.

.../...

Table 1. Target group and statistical data

	Definition of a young person who has left the education system without qualifications	Statistical data
F	.../... In the inter-ministerial nomenclature of educational levels of 11 July 1967, level V training corresponds to that of people occupying jobs that normally require a level of training equivalent to that of the BEP and CAP. Level VI corresponds to that of people occupying jobs that do not require training beyond the end of compulsory education.	
IRL	Young persons who have left the education system without having obtained a Junior Certificate which is generally awarded on completion of the junior cycle of secondary education at the age of 15.	In 1993/94, 2 000 young people (3.3%), of which there were 1 400 boys and 800 girls.
I	No school leaving qualification at the end of compulsory education (lower secondary education – *Scuola media*, age 14).	Young people without qualifications in 1994 - among the employed: ages 15-19: 6.7% ages 20-24: 3.6% ages 25-29: 4.4% - among the unemployed: ages 15-19: 8.4% ages 20-24: 5.7% ages 25-29: 6.9% (ISTAT – *Annuario statistico italiano*, 1994).
L	- No initial basic qualification (certificate of manual proficiency (*Certificat de capacité manuelle* – CCM)) or certificate of technical and vocational initiation (*Certificat d'initiation technique et professionnelle* – CITP); or - no school leaving qualification at the end of a normal vocational training course. This definition is in current usage, but is not defined in any texts.	No data available.
NL	Young people who have left the education system without a **basic qualification** at the level of a skilled worker (SEDOC level 2). The definition is explicitly stated in the 1993 policy document *Een goed voorbereide start* (A well-prepared start). This **minimum starting qualification** (*startkwalificatie*) represents at least a vocational training course at exit level of elementary apprenticeship training, or an upper secondary education certificate. Young people who have left the education system with a lower secondary vocational or general qualification are thus regarded as not having the defined minimum starting qualification. For those pupils whose learning capacities are too limited for them to reach this starting qualification, the policy goal is for them to obtain a qualification at the "assistant level" (SEDOC level 1) in upper secondary vocational education. For pupils who cannot reach that level, the policy goal is for them to complete successfully the "practice school" in lower secondary vocational education without a formally defined qualification.	In 1993, there were about 80 000 early school leavers of whom about 25% from lower secondary education and about 75% from upper secondary education. Statistics are now being compiled by the Regional Registration and Coordination Offices (RMC – see Table 21 – the Netherlands). A recent evaluation of 1995/96 shows that one out of three early school leavers, as far as registered at an RMC, is brought back to school/apprenticeship training.
A	No legal or official definition; commonly referred to as young people who have dropped out of the education system. Young people who have finished one type of schooling (an *allgemeinbildende Schule* or a *berufsbildende Schule*) are awarded a qualifying leaving certificate (*qualifizierter Abschluß*). The qualifying leaving certificate from a *Hauptschule* (normally acquired at age 14) is considered to be a minimum qualification.	19% of young people between 20 and 25 have no qualifications higher than completion of compulsory education. No data available on young people with or without a *Hauptschule* leaving certificate.
P	There is no official definition. The programme for getting young people into work, approved by decision of the Council of Ministers on 21 March 1997, has fixed as its minimum qualification objective that young people over 15 who have completed compulsory education without obtaining a certificate of *Ensino básico* should complete a supplementary qualifying year that would give a level II qualification. Young people without qualifications are therefore considered to be those who have not reached at least this level.	There are data only on pupils who drop out of school each school year. These do not give any information on those returning in later years. In 1995, there were on average 3.16% dropouts over the nine years of compulsory education, in particular: 6th year: 3.4% 7th year: 6.5% 8th year: 4.8% 9th year: 5.1%.
FIN	1) Strictly speaking, pupils who have left the single structure compulsory school (*Peruskoulu*) at age 16 without a leaving certificate. But such pupils are now very rare. 2) *Peruskoulu* is not considered to be a sufficient level of education for anybody. Government policy is, and has been since the 1970s, to provide upper secondary level education or training to all of every age group, plus a higher education certificate.	1) Currently about 0.3% of the age cohort each year. In the 1993/94 school year, approximately 0.2% of the age group. 2) In 1994, people who had only completed compulsory education: age 20-24: 21.2% age 25-29: 18.9%. .../...

BEST COPY AVAILABLE

Tableau 1. Public cible et données statistiques

	Definition of a young person who has left the education system without qualifications	Statistical data
FIN	.../... (vocational or university) to some 60 to 65% of the age group. A vocational or higher education certificate or degree is regarded as necessary to be adequately qualified.	In 1994, people who had no vocational or higher education certificate: age 25-29: 30.5% age 30-34: 24.1%. In 1995, people who had no upper secondary qualification: age 20-29: 16%.
S	No legal or official definition.	Pupils who have left compulsory education with incomplete final qualifications: 1990/91: 5.1% 1994/95: 5.8%. Pupils who have left upper secondary education with incomplete final qualifications: 1991/92: 4.2% 1994/95: 5.9%.
UK: E/W/ NI	There is no official definition. Statistics are collected on the number of young people who leave school at age 16 with no passes in any GCSE subject at grades A*- G. However, most measures are targeted at a broader group of young people – those who have insufficient qualifications to enable them to participate in more advanced studies or to obtain suitable employment. Government-endorsed National Targets for Education and Training aim to ensure that by the year 2000, 85% of young people aged 19 to 21 achieve five GCSE subject passes at grade C or above, or the vocational equivalent.	In 1996, 7.9% of young people left school in England at age 16 without having passed in any GCSE subjects at grades A*- G. By spring 1997, 29% of 19- to 21-year-olds in England had not yet achieved five GCSE subject passes at grade C or above, or the vocational equivalent.
UK: SC	There is no official definition. It is understood to mean young people who have left school (age 16 and over) and have no SCOTVEC (Scottish Vocational Education Council – replaced since April 1997 by the Scottish Qualifications Authority) modules and no graded result in a Scottish Certificate of Education (SCE) examination.	In 1994/95, 6% of young people left school without qualifications according to the definition in the first column.
IS	There is no legal or official definition. Implicit definition: young people who have no formal certificates of upper secondary education (short or long studies, 1 to 4 years) permitting them to continue studies at the same or a higher educational level and/or preparing them for a specific job.	Proportion of those who do not enter upper secondary schools at the age of 16 (some of whom may resume their studies later): 1991: 17% 1994: 11% 1995: 13%. There is a high drop-out rate amongst pupils in upper secondary schools (reliable data not available).
LI	No legal or official definition. Understood as young people who have completed compulsory education, who are not able to find an apprenticeship (because of poor school results and/or inadequate language skills in German) and who would therefore be unable to find employment.	Very few young people.
NO	No legal or official definition. Implicit definition: young people who have completed compulsory education but have neither documented vocational skills nor the general education necessary to continue education.	In June 1996, 6.4% of young people needed help from the "follow-up service". (All young people who have left school without qualifications are monitored by this service; see Table 30 – Norway.)

II – Definition of categories used for the description and analysis of the measures

This section examines the definitions of the categories used in the national descriptions of measures presented in the tables in Chapter V and of which a synthesised comparative analysis is given in Chapter III.

1. Names of the measures and date of introduction

Programme titles have, as far as possible, been translated.

The **date of introduction** appears in brackets. It may be approximate.

2. Types of measure

Type 1: Measures specific to the education system

These are initiatives developed within the education system, either in a school context or elsewhere, which aim to provide general education or specific training to those who did not acquire it while at school, but in either case leading to recognised qualifications.

This type of measure can be subdivided as follows:

Type 1a: Measures aimed at providing general education, and therefore targeted at basic general education skills, which young people have not obtained, to enable them, should they so desire, to resume their studies at a later date (possibly even at higher education level).

Type 1b: Initiatives within a school context aimed at providing well-defined skills training geared towards a specific occupation.

The tables always indicate if the measure is Type 1a or 1b.

Type 2 "Mixed", i.e. specific vocational training measures which also involve the education system

These are courses of sandwich-type training provided outside the normal initial vocational training framework. Such measures are designed to provide young people with vocational training that is essentially practical in nature and oriented towards learning a specific occupation. Such training courses go beyond the social and vocational integration measures under Type 3 in that they aim to lead to a qualification. Nevertheless, in view of their economic sector involvement, they fall only partially within the scope of education.

Type 3: Measures aimed at social and occupational integration

These are integration or social and/or vocational reintegration measures targeted mainly at the unemployed of all ages, not only the young. This group is often one with few or no academic and/or vocational qualifications. Such measures range from help with job-seeking to immersion courses in the realities of working life and include activities and support measures which have a strong psychosocial content. It is

often possible to combine the various elements, but the general framework of such measures excludes vocational training other than initiation into a specific job.

3. Aims of the measures

The aims of the measures might, for example, be to achieve social integration, to acquire basic knowledge, to enter the labour market or to obtain recognised qualifications. The same measure can have more than one aim.

4. Certification

This indicates whether the course leads to either a formal qualification or some other form of recognition.

Where the aim is to obtain a recognised qualification, the column is completed by indicating as accurately as possible the equivalence and title of the qualification. Mention is made of whether or not the qualification gives access to further levels of education, as well as the type and level of such education.

For the other aims, there are two possibilities:

- no statutory, officially-recognised qualification is provided, in which case "NONE" is indicated; or
- all or part of the training leads to an officially-recognised award, in which case the title of the specific award is indicated, whether this entails an actual qualification or a certificate of attendance.

5. Context

The context refers to the main training venue.

Training may take place in a school context (in school) or externally, in companies, public or private training centres, workshops, etc.

It may be public or private.

6. Organisation of timetable and educational measures

The term "organisation of timetable" is taken to mean anything to do with how time is managed (full-time, evening and weekend classes, etc.) and courses (modular, sandwich-type, etc.).

In the school context, organisation may be either full-time or part-time.

The term "educational measures" refers to the measures implemented by educational personnel to provide training.

For sandwich-type training, the amount of time spent on both work-based and school-based training is given, together with the distribution of responsibility between those involved (teachers, employers, both, etc.).

7. Target group

Under this headings the characteristics of the target group for each measure are given – the long-term unemployed, young people with special needs, etc. The **target group** is defined as precisely as possible.

8. Age

The **age groups** concerned are also indicated, for example, 16 to 20 years, no limit, etc. Minimum and maximum ages are also indicated where available and relevant.

9. Duration

The duration of each measure is expressed as accurately as possible, in hours, weeks, months or years, in order to reflect the nuances contained in the individual countries' answers. If there are marked differences in the duration of measures, a minimum and a maximum duration are given, as well as an average sometimes.

10. Responsible authority

This is the organisation or institution that has administrative and financial responsibility for the measure. It might, for instance, be a local initiative or training provided by a ministry.

11. Geographical area

The area to which the measure applies is indicated here. It may be very small, e.g. a local council area, or a region or the country as a whole.

12. Financial aspect

The financial aspect is considered only from the trainee's standpoint. Do trainees receive remuneration or an allowance?

Is the training entirely free of charge for the trainee (enrolment fees, materials)?

13. Evaluation of the measure

This section describes the types of external evaluation of the measure and may give a brief account of the evaluation results.

III – Analysis of the measures cited

A distinction is made between measures more specifically aimed at the target group (analysed under III A. and described in detail for each country in Chapter V) and general measures not specific to young people without qualifications but open to them (described and analysed under III B.). General measures listed under III B. will be dealt with in detail in this chapter and are not included in the national tables in Chapter V.

A. Specific measures for young people without qualifications

A first major group of more specific measures was identified. These measures are listed in the national tables at the end of this document (Chapter V). They are highly relevant to the debate which the present study is designed to support and encourage, in that they directly concern the target group of this study – young people who have left the education system without qualifications.

The categories chosen to characterise such measures have already been presented and defined in Chapter II. Certain indicators were chosen because of the special trends or characteristics which they highlight and these are analysed below.

1. Aims and types of measure

Measures have been categorised according to type, as defined in Chapter II. It was not always possible to classify all measures taken by Member States into these categories. Some measures overlap two or more categories (for example, 1a and 3, which is noted as 1a + 3), whilst others present only some of the characteristics of one type of measure. It must also be noted that these measures are not necessarily entirely specific to young people and/or to people without qualifications, but they may be used by the target group.

The aims are of course closely linked to the type and duration of the measures cited. Firstly, measures are distinguished which aim to lead to recognised qualifications or possibly even to enable people to continue their education (Type 1a). Training for a specific occupation (Types 1b and 2) is a very frequently encountered aim. Other measures are aimed more specifically at occupational and/or social integration (mainly Type 3). Furthermore, there are literacy measures and/or measures to update basic skills (also mainly Type 3). It is possible for several aims to be mentioned for a single measure.

Table 2 sets out the number of measures listed, by type – Types 1a, 1b, 2 and 3 and combinations of different types – in all countries taken together. At the end of the table, the total for Types 1, 2 and 3 is given. This does not include combined measures.

This gives the following breakdown: 33% of measures are of Type 1 (education system); 26% of Type 2 (mixed); 34% of Type 3 (occupational integration); and 7% are a combination of different types. It should be noted that Type 3 measures, which represent over one third of all measures, are not among those measures that depend on the education system or are initiated by it.

Table 2. Number of specific measures according to type for all countries taken together

	1a	1b	1a+1b	1a+1b+2	1a+2	1a+3	1b+2	1b+2+3	1b+3	2	2+3	3	Total
Total	19	9	10	1	2	2	1	1	1	30	1	39	116
Total for Types 1, 2, 3		38								30		39	107

Type 1: Specific measures within the education system.
Type 1a: Measures aimed at providing general education.
Type 1b: Measures aimed at providing a qualification for a specific occupation.
Type 2: "Mixed" measures aimed at providing vocational training by sandwich-type learning.
Type 3: Measures aimed at social and occupational integration.

Although most Member States have introduced several types of measure, or even measures combining different types, significant variations are also observed between countries. Thus, Luxembourg and Austria have introduced measures almost exclusively for social and occupational integration (Type 3), whereas Spain and France place the emphasis on sandwich-type or "mixed" measures (Type 2). Italy and Sweden have set up mainly Type 1a and 1b measures. Spain has achieved a balance between measures of Types 1 and 2, whereas Portugal and Iceland have established a balance between Type 1 and 3 measures, and Greece between Types 2 and 3.

2. Duration

Duration is an indicator of the importance which a measure accords to the provision of a real qualification process. Indeed, it may be assumed that the longer the duration of a measure, the more likely it is to lead to a qualification, either for continuing education/training or for entering the labour market with some chance of stability. Shorter or *ad hoc* measures are more often focused on the skills profile, vocational guidance or advice and help with social integration without training leading to a qualification.

Table 3 illustrates the duration of the shortest and longest measures in each country, specifying the type of measure concerned. The total of all the various measures is indicated at the end of the table, broken down into Types 1, 2 and 3, excluding combined measures. The differences between minima and maxima are broadly similar in all countries; in general, the measures vary between a few weeks and a few years, with a maximum of five years found in Germany.

It is often, but not always, Type 3 measures which are the shortest in the various countries – in nine countries the shortest measure is Type 3 and in four countries the longest measure is Type 3. However, Type 2 measures are generally the longest – in two countries the shortest measure is Type 2 while in seven countries the longest measure is Type 2. This could be explained by the fact that part of the time allocated to this type of measure is spent in the workplace, which probably extends the duration of such measures considerably.

Table 3. Duration of the shortest measure and the longest measure in the different countries

	Minimum duration (type)	Maximum duration (type)
Belgium (B fr)	2 years (1b + 2)	2 years (1b + 2)
Belgium (B nl)	24 weeks (3)	2 years (1a, 2)
Belgium (B de)	6 months (3)	3 years (1b, 3)
Denmark	8 weeks (1a + 1b)	3 years (1a + 1b)
Germany	1 year or less (1a + 3)	5 years (1a)
Greece	200 hours (3)	3 years (2)
Spain	Under 200 hours (3)	2 years (1a + 2)
France	4 weeks (3)	3 years (2, 3)
Ireland	1 year (1a + 1b)	2 years (1b)
Italy	80 hours (1b)	2 years (1a)
Luxembourg	1 year (1a + 3, 3)	3 years (3)
Netherlands	N/A	N/A
Austria	6 months (3)	4 years (3)
Portugal	60 days or 150 hours (1a)	3 years (1a)
Finland	3 months (3)	3 years (1a, 2)
Sweden	3 months (3)	3 years (1a + 1b)
United Kingdom (E, W, NI)	32 weeks (1a)	2 years (1a)
United Kingdom (SC)	240 hours (1a)	3 years (2)
Iceland	9 weeks (3)	1 year (1a)
Liechtenstein	1 year (2)	2 years (2)
Norway	12 hours (1b + 2 + 3)	3 years (1a + 1b + 2)
Total number of measures of minimum and maximum duration by type		
Type 1	6	11
Type 2	2	7
Type 3	9	4

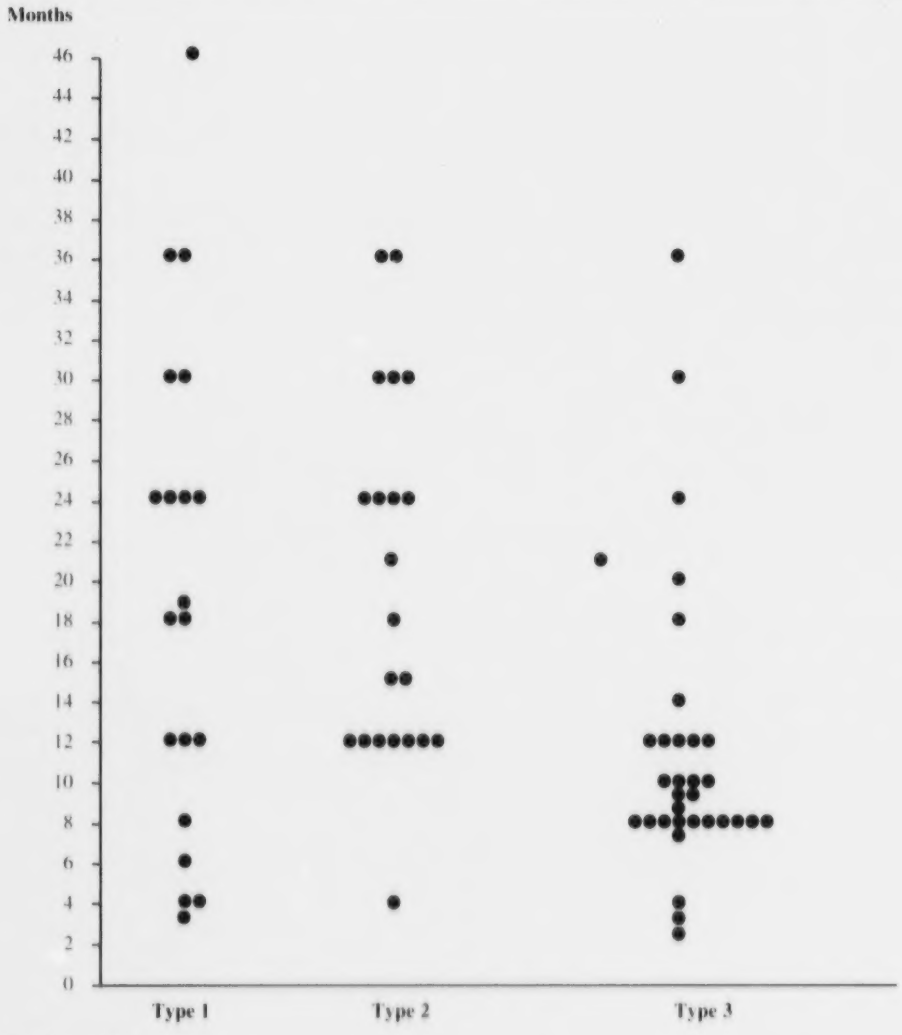
Type 1: Specific measures within the education system.
Type 1a: Measures aimed at providing general education.
Type 1b: Measures aimed at providing a specific occupational qualification.
Type 2: "Mixed" measures aimed at providing vocational training by sandwich-type learning.
Type 3: Measures aimed at social and occupational integration.

Graph 1 illustrates the range of duration of the measures, with each dot representing one measure. The relative duration in months of the different measures is shown for Types 1 (1a, 1b or 1a+1b), 2 and 3, all countries included. Only measures where the duration was expressed in weeks, months or years are included. In this analysis, the fact that measures might be full-time or part-time could not be taken into account

The majority of Type 2 measures lie in the range from 12 months to 30 months. The same applies to Type 1 measures. By contrast, most Type 3 measures are situated at the bottom of the scale, indicating that they are of very short duration and last between 6 and 12 months. Some of these measures are exceptional in that they last two-and-a-half or three years.

BEST COPY AVAILABLE

Graph 1. Duration of measures by type, all countries included (one dot represents one measure)



Source: Eurydice, 1997.

Type 1: Specific measures within the education system.
Type 2: "Mixed" measures aimed at providing vocational training by sandwich-type learning.
Type 3: Measures aimed at social and occupational integration.

An approximate average was calculated for the three types of measure. These data are presented in Table 4 and confirm the analysis. It is seen that Type 1 and 2 measures last an approximate average of 19 and 20 months respectively, whilst Type 3 measures are generally shorter, with an average duration of around 10 months.

Table 4. Average duration by type of measure, all countries included

	Type 1 (N=21)	Type 2 (N=21)	Type 3 (N=32)
Average duration (months)	19	20	10

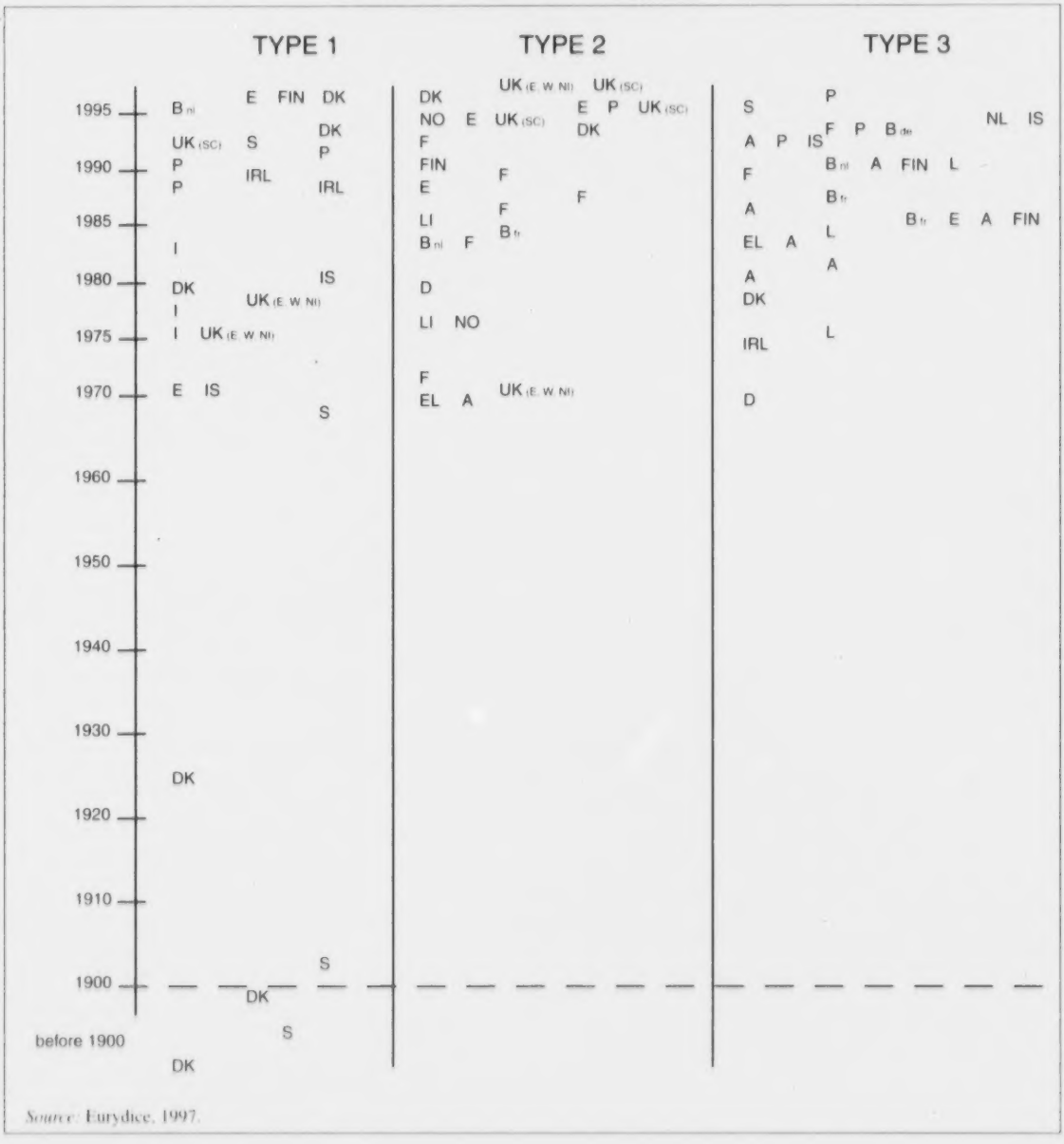
Type 1: Specific measures within the education system.
Type 2: "Mixed" measures aimed at providing vocational training by sandwich-type learning.
Type 3: Measures aimed at social and occupational integration.

3. Date of introduction

The date of introduction is an indicator which makes it possible to differentiate between recent measures, introduced in response to current problems, and older measures which are less specific and have often been revived and/or adapted more recently in order to tackle the problem of young people without qualifications. This is certainly the case with very old measures dating from before 1975.

Table 5 presents the dates of introduction, where available, of the various types of measure in place at present, single and combined, by country. These are also presented as a time-line (Graph 2).

Graph 2. Dates of introduction



Source: Eurydice, 1997.

21

Table 5. Year of introduction of current measures, by type in the different countries

	1a	1b	1a+1b	1a+1b+2	1a+2	1a+3	1b+2	1b+2+3	1b+3	2	2+3	3
Belgium B fr							1984					1985 1987
Belgium B nl	**1995**									1983 1983		**1990**
Belgium B de												
Denmark	*1844* *1924*		*1897* *1979* **1994** **1996**							**1993** **1996**		*1978*
Germany						*1969*					*1979*	
Greece										*1969*		1983 1983 1983
Spain	*1970* *1970* **1996**									1988 **1994** **1994** **1994** **1995**		1985
France					1986 1986 1986 **1992** **1992**					*1971* 1983 1987 1989		1989 **1993**
Ireland		1989	1988									*1974*
Italy	*1975* 1983	*1977*										
Luxembourg						**1990**						*1975* 1984
Netherlands												**1994**
Austria										*1969*		1980 1980 1980 1981 1983 1985 1986 **1990** **1992**
Portugal	1988 **1990** **1991**								**1996**	**1995**		**1992** **1993** **1996** **1996**
Finland		**1996**								**1990** **1990**		1985 **1990** **1990**
Sweden			*1868* *1902* *1968* **1992**									**1995** **1995**
United Kingdom (E, W, NI)	*1975* *1978*			**1997**						*1970*		
United Kingdom (SC)	**1992**		**1992**	**1997**						**1994** **1995**		
Iceland	*1970s*	1980s										**1992** **1994**
Liechtenstein										*1976* 1985		
Norway				**1994**				*1976*				

Type 1: Specific measures within the education system.
Type 1a: Measures providing general education.
Type 1b: Measures providing a specific occupation.
Type 2: "Mixed" measures providing vocational training by sandwich-type learning.
Type 3: Measures aimed at social and occupational integration.

* **Bold: after 1990.**
* *Italics: before 1980.*

On the whole, with a few exceptions, the dates of introduction can be broken down in the same way for all the various types of measure. All the social integration measures (Type 3) were introduced after 1975. They were probably a response to the economic crisis and the resulting unemployment.

In most countries, new measures have been implemented since 1992, and some much more recently. This is more especially the case in the Netherlands, Portugal, the United Kingdom and Norway, where some measures are very recent. In some cases, no new measures have been introduced in the past ten years (French Community of Belgium, Germany, Greece and Italy). In Germany, all the measures date from before 1980. In certain countries, those measures which have been in place since the 1970s have evolved or been re-launched to meet current circumstances. In many Member States in recent years, the emphasis has been on preventive measures (see Chapter IV A.).

4. Context

The main distinction to be made is between training provided in schools and training which takes place mainly at the workplace. Many measures combine the two possibilities in sandwich-type training. A number of measures provide training in school workshops or a simulated work context.

Prolonged measures leading to school-type qualifications almost always take place in the school context. Courses aimed at training for an occupation more often take place in the workplace or at least in the form of sandwich-type training. Social integration measures more often than not take place in the workplace.

5. Certification

The issue of certification is crucial in determining the value of the training and the qualifications obtained, in terms both of employment and of the option of continuing education or training. From this standpoint, the measures listed are very diverse. There may be no certification at all – and this is especially the case with social integration (Type 3) measures. Certification may consist of a certificate attesting to a pupil's regular attendance or completion of the training, a vocational skills certificate equivalent to those obtained in ordinary education, a more informal certificate, or even a school qualification giving access to further studies.

6. Age

Given that the measures are directed at young people, they generally concern the 15 to 25 age group. Sometimes the age of the target group goes up to about 30. By contrast, a large number of the measures cited are not specific either to young people or to people without qualifications but can be used by them.

Table 6 divides the measures into two categories for each country – those reserved for young people and those for any age group – and into types, where such information is available. Measures combining different types have not been included. At the end of the table there is a total for Types 1, 2 and 3, all countries taken together.

It can be seen that the various types of measure break down differently depending on the age bracket at which they are aimed. More than half of Type 1 measures are destined for all-age groups. This can be explained by the fact that it is mainly the education system which is responsible for such measures and it does not reserve education for any specific age group, especially if such education follows on from compulsory education. On the other hand, in all countries, Type 2 and 3 measures are aimed largely at young people.

This breakdown also shows that, until now and all countries taken together, one third of measures specifically aimed at young people are taken by the education system (Type 1 – 38 measures out of 107), one third by a partnership between schools and employers (Type 2 – 30 measures) and one third with no involvement of the education system (Type 3 – 39 measures).

Table 6. Types of measures for young people and for all ages in the various countries

	Reserved for young people			All ages		
	Type 1	Type 2	Type 3	Type 1	Type 2	Type 3
Belgium (B fr)			1			1
Belgium (B nl)		2		1		1
Belgium (B de)	1		1			1
Denmark	1	1	1	5	1	
Germany	3					
Greece		1	2			1
Spain		5		3		1
France		7	2			1
Ireland	1			1		1
Italy				3		
Luxembourg			2			
Netherlands [1]	N/A	N/A	1			
Austria		1	9			
Portugal		1	4	3		1
Finland	1	2	3			
Sweden	1			3		2
United Kingdom (E, W, NI)		1		2		
United Kingdom (SC)	1	2		1		
Iceland	2	-	2			
Liechtenstein		2				
Norway						
Total (N=96)		64 (67%)			32 (33%)	
Type 1 (N=33)		11 (34%)			22 (66%)	
Type 2 (N=26)		25 (96%)			1 (4%)	
Type 3 (N=38)		28 (74%)			10 (26%)	

Type 1: Specific measures within the education system.
Type 2: "Mixed" measures providing vocational training by sandwich-type learning.
Type 3: Measures aimed at social and occupational integration.

7. Responsible authority

In the main, the responsible authority is either the Ministry of Education or the Ministry of Labour. A further distinction can be made between national authorities and regional and local authorities.

School-based training leading to a qualification is still generally the responsibility of the education authorities, whether they are national, regional or local. However, social and occupational integration measures generally depend on the Ministry of Labour or agencies under its aegis. Certain types of training or integration measures are run by private non-profit-making associations or approved bodies. The private sector often steps in, more especially as a provider of work-based training places.

8. Financial support for participants

This point is important for various reasons. Firstly, a high level of financial support is a very important incentive for a target group comprised of young adults who therefore often have greater financial requirements than pupils of school age. Moreover, these are often young people from disadvantaged

1 **Netherlands:** The RMC-measures aim at the registration of early school leavers as soon as they leave the school system and guidance for early leavers back into the school system.

backgrounds. Measures which fail to take this aspect into consideration therefore have little chance of attracting this target group.

The measures presented demonstrate a great variety of solutions. The training or education part is generally free of charge or the enrolment fee is modest. Differences relate mainly to meeting participants' living costs. In certain cases, no specific living costs are paid and participants have to support themselves. In other cases, assistance equivalent to the minimum wage, grants or study loans are provided. For certain Type 2 or 3 measures, there is also a minimum wage in exchange for work carried out during training. A number of intermediate solutions also exist, such as paying for educational materials, meals, transport, crèches, insurance, etc.

9. Evaluation

In general, with some exceptions, the measures have not yet been evaluated and few statistics are available regarding success rates (certification, possibility of continuing studies, jobs found by participants, etc.). In addition, it is rare for the evaluation to be truly external and entrusted to independent bodies. It is often conducted by those responsible for organising the measures.

B. General measures

Of the measures not targeted specifically at young people which countries have cited, two merit being mentioned first. These are **evening courses** and **distance learning courses** (see Table 7). In both cases, the forms of provision are generally of long standing, present in most countries and have been redefined in recent years both in the way they are organised and in the groups they target. Although these types of measure are not specific to the group covered by the present study, they may also concern young people without qualifications.

In both these forms of provision, the measures usually consist of alternative educational routes, making it possible to follow ordinary education courses and acquire the same qualifications. Whether the system is modular or based on the traditional school year, entrance generally takes place at the level at which the individual left ordinary education. These measures are not always under the responsibility of the education authorities. For instance, distance learning, in Belgium (Flemish Community) and in Norway, and evening courses in Austria are also provided by private institutions.

Table 7. Evening and distance learning courses

	Evening courses	Distance learning courses
B	Education for social advancement (adult education) has been in existence since before World War II. It enables people to obtain qualifications equivalent to those taken in full-time education. These courses are open to people of over 18 seeking individual advancement. **B fr:** This education is organised on a flexible, part-time basis, in the evenings and at weekends. **B nl:** Education for social advancement (*Onderwijs voor Sociale Promotie* – OSP) provides general and technical vocational education in private evening schools. Courses are based on a system of academic years and a modular system. The courses are free of charge. **B de:** Courses are based on a system of academic years.	Distance learning courses, introduced in 1963, enable people to obtain qualifications equivalent to those taken in full-time education. Recognised qualifications may be obtained through boards of examiners. **B nl:** The public distance and correspondence education service gives general secondary education to everybody from age 18 to 40. Qualifications can be acquired from the Flemish Ministry of Education (Administration of Continuing Education). Organisation is modular and courses are free of charge. **B de:** The distance courses specific to the German-speaking Community are currently being designed. They will be organised in cooperation with sponsors and with other countries (for example Germany, for certain courses).

BEST COPY AVAILABLE

25

Table 7. Evening and distance learning courses

	Evening courses	Distance learning courses
DK	**Qualifying general education for adults** was developed during the 1970s and 1980s, when it became possible to sit the leaving certificate examinations of the *Folkeskole* and the Higher Preparatory Examinations in single subjects. In 1989, these possibilities were established under the Act on Adult Education, and this type of education is now offered at 75 adult education centres (VUC) run by the counties. The VUC-centres offer those subjects which lead to an examination after the 9th and 10th years of the *Folkeskole* as well as the subjects which form part of the higher preparatory examination (HF). It is possible to sit examinations in all subjects. The courses are held in the evenings but may also be offered in the daytime. The state meets the costs of holding the examinations, whereas the counties pay for the teaching. **Adult upper secondary level courses**: 2-year courses leading to the *Studentereksamen* – an alternative to the 3-year *Gymnasium* for mature students. Some courses are provided by the local authorities and some are private. They are either conducted as full-time courses or on a single-subject basis. The courses are held in the evenings but may also be held in the daytime.	No.
D	Evening courses for adults fall under the responsibility of the Ministry of Education in each *Land*. There are evening courses for adults who have completed compulsory general education: – at the *Abendhauptschule* (possibility of obtaining the *Hauptschulabschluß* in one year); – at the *Abendrealschule* (possibility of obtaining the *Realschulabschluß/Mittlerer Schulabschluß* in two years); – at the *Abendgymnasium* (possibility of obtaining the *Hochschulreife* (general higher education entrance qualification) in three years by adults who reach the required level); – in tertiary education (universities, etc.) with no age limit. Financial aspects: – negligible fees; – all *Länder* have regulations on the provision of financial assistance to pupils or on the provision of courses free of charge; – possibility of receiving a government grant (for living costs), in clearly defined circumstances. In 1996, about 45 000 people took part in evening classes to obtain a school leaving qualification.	Mainly used also for social advancement and continuing vocational training. But since 1994, under the Law on the Promotion of Employment (*Arbeitsförderungsgesetz*), employees without any vocational qualifications can obtain a grant in order to take a recognised vocational qualification through distance learning courses (*Fernunterricht*). In 1996, a total of 131 434 people took part in these courses, 43 000 of them with a view to obtaining an officially recognised qualification.
EL	Courses at public evening schools, set up between 1959 and 1961, lead to recognised qualifications equivalent to those obtained at general or technical day schools. The courses are part-time and are open to people of 14 and over. The duration of courses is as follows: – Evening *Gymnasio* – 3 years; – Evening *Lykeio* – 4 years; – Evening technical/vocational *Lykeio* (TEL) – 4 years. Courses are under the responsibility of the Ministry of Education and Religious Affairs (directorate for curriculum development in secondary education). People undergoing training receive no remuneration.	No.
E	Educational institutions which provide ordinary education adapt their timetables to suit the needs of pupils requesting this type of education, with the result that such institutions normally offer courses in the evening.	The Centre for Innovation and the Development of Distance Learning (CIDEAD), is currently setting up various distance learning courses leading to official qualifications for people aged 18. Such qualifications include the certificate of lower secondary education (*Graduado Escolar*) (system prior to the LOGSE) or the certificate of secondary education (*Graduado en Educación Secundaria*), which started in 1996/97. Distance learning courses are taught in approved adult education centres and institutions of secondary education.
F	There are no generally available evening classes to prepare young people without qualifications for ordinary education qualifications. However, such courses are sometimes organised locally, especially by the municipalities.	Distance learning is under the authority of the National Distance Learning Centre (CNED) and leads to national education qualifications: general education certificate (*Brevet*), vocational proficiency certificate (*Certificat d'Aptitude Professionnelle* – CAP), vocational studies certificate (*Brevet d'Etudes Professionnelles* – BEP), vocational certificate (*Brevet professionnel* – BP) and the vocational *baccalauréat*.

26

Table 7. Evening and distance learning courses

	Evening courses	Distance learning courses
IRL	Evening courses are held in VEC Community and Comprehensive schools and in VEC Adult Education Centres. Recognised qualifications such as Junior Certificate, Leaving Certificate and NCVA qualifications can be obtained through evening courses. Costs range from £35 to £50 (ECU 50-75) per term. People dependent on social welfare usually receive a reduction and in some cases the course fee may be waived entirely.	None
I	Evening classes are organised under the responsibility of the Ministry of Education. These classes allow people from 16 years upwards to obtain recognised qualifications ranging from the end of primary school level to the upper secondary education level.	None
L	Evening courses lead to many types of qualification. The admission requirements and qualifications are the same as for initial training. Enrolment fees are very low (ECU 25 to 50 per year). Vocational training for welders is possible via the Centres for Continuing Vocational Training (CEFC): 3 levels of certification with 80 course hours per level of certification.	None (but distance learning courses are being developed)
NL	There is a great variety of evening courses allowing recognised certificates to be acquired. Young people who are contacted by RMC Offices (see Table 21 – Netherlands) because they are liable to drop out, or have already dropped out, of school can be guided to evening courses.	Distance courses: same conditions as for evening courses.
A	Offered by public sector education schools for the working population) and various other bodies.	Some centres providing evening classes also provide distance learning courses.
P	There are two different types of evening classes in secondary education created respectively in 1967 and 1980: – supplementary courses for general and technical secondary education (10th and 11th years); – 12th year, leading to university. Pupils who have successfully completed supplementary secondary education courses receive a qualification mentioning the final grade. None of these courses leads to a vocational qualification. Successful completion of the 12th year, at the end of a supplementary course, leads to a final upper secondary school leaving certificate which allows access to higher education (university or non-university). These courses are gradually being phased out and replaced by the "recurrent" secondary education system (see Table 23 – Portugal) which is comprised of cumulative units. The end of the final year (12th year) is planned for 1999/2000.	Audio-visual primary education is offered as an alternative to attending the second cycle of primary education – the 5th and 6th years of schooling. It covers geographically remote/outlying areas of the country with a low pupil density. Official teaching posts for distance instruction can be created only also where there is no second cycle primary school within a 10 km radius and no appropriate system of transport to ensure access to the school. The department for primary education, a central service of the Ministry of Education, is responsible for primary audio-visual education.
FIN	Qualifications equivalent to those offered by the ordinary education system can be obtained at general and vocational upper secondary level. Upper secondary schools for adults (formerly upper secondary evening schools) provide evening classes. They lead to the National Matriculation Examination, which gives access to all higher education. They are also authorised to teach *Pyrokoulu* courses and issue the *Pyrokoulu* leaving certificate. Almost all vocational institutions can provide vocational education and training at evening classes.	In recent years, more and more schools have started to experiment with distance learning using modern communication technologies. Telephones, faxes and e-mail have been used, particularly in sparsely populated parts of the country, to avoid daily travel between home and school.
S	If young people are under the age of 20, the local authorities are responsible for arranging education or job placements for them. Education may be in the form of evening courses but this is not very common. If young people are over the age of 20, they may attend municipal adult education, which is also available in the form of evening courses.	Available in most types of adult education. Adult education is organised and structured on a local basis.
UK: E/W/NI	The Further Education Funding Councils for England and Wales have a duty to secure adequate facilities for the part time education of 16- to 19 year olds. They are responsible for a national framework of provision within which young people and adults can progress from basic skills courses via mainstream courses into higher education or employment. Training and Enterprise Councils (TECs) are specifically encouraged to offer training for those with basic skill difficulties. The Basic Skills Agency (BSA) is funded by the government to develop basic skills programmes and materials in literacy, numeracy and related basic skills for young people and adults in England and Wales.	Open and distance learning courses are offered by further education and adult education institutions. They may offer the opportunity to gain qualifications from one of the national awarding bodies. The government funded Basic Skills Agency (BSA) has given financial support and advice to BBC TV in the development of a course in basic numeracy delivered on national television in early 1997.

BEST COPY AVAILABLE

Table 7. Evening and distance learning courses

	Evening courses	Distance learning courses
	../... -	
UK	In Northern Ireland, the Education and Library Boards and the Training and Employment Agency have similar responsibilities. Part-time general education, vocational education or basic skills courses are offered in various settings such as further education [2] (FE) institutions, during morning, afternoon or evening sessions. Many courses are open to students without any qualifications. Many courses provide the opportunity to gain qualifications awarded by one of the national awarding bodies.	The Open University is the major distance learning provider for the U.K. See below (Scotland) for further details.
UK: SE	**Evening courses/classes** take place in schools, further education colleges, universities and private institutions and offer students of 16 or over the opportunity to gain official certificates (SCOTVEC – SQA since 1997 – National Certificate Modules, SCE Higher grades, GCSEs and A levels) or to learn new skills. Courses are mainly part-time. They can be modular and may use flexible learning packages. Evening classes in schools are the responsibility of each Scottish Local Authority, usually through the Community Education programme. Classes in other institutions are usually the responsibility of the individual institutions. Students normally pay a fee, but may have their fee reduced, depending on their circumstances. **Adult Basic Education** (ABE) allows students of 16 or over to improve their literacy and numeracy skills and to gain official certificates. Students may study for certain SCOTVEC National Certificate Modules. Courses are mainly part-time, during daytime or evening, and are free of charge. Students must have left school. The responsible authority is the Scottish Local Authority, usually through the Community Education programme.	**Open learning** courses are mainly organised by further education colleges and offer young people the opportunity to learn a new skill, to gain official certificates (SCOTVEC – SQA since 1997 – National Certificate Modules, SCE Higher Grades, GCSEs and A levels) and to use these as stepping stones to further study. Organised through flexible learning packages which students use at home. Minimum age is 16. Students normally pay a fee, but may have their fee reduced, depending on their circumstances. **The Open University** (OU) is the major distance learning provider at national level. It offers people without qualifications the opportunity to work towards Open University (OU) qualifications and degrees. Minimum age is 18. Students work through flexible learning packages at home, attend tutorials during the year and a compulsory summer school. OU students normally pay a fee, although financial help may be available by way of bursaries and grants.
IS	Evening classes for adults started in the 1970s but increasingly in recent years they have been attended by young people who have dropped out of school. They give people with no formal qualifications who are aged 18 or over the opportunity to obtain official qualifications (matriculation examination, vocational proficiency certificate) and to prepare for further studies. The responsibility for these evening classes lies with the Ministry of Education, Science and Culture. These courses are organised by upper secondary schools as modules and enable students to combine regular work and study. Students pay for their textbooks and one third of the teaching cost.	Distance learning courses started early in the 1980s in one upper secondary school. They enable students to study within the ordinary education system without attending school on a daily basis. Under the responsibility of the Ministry of Education, Science and Culture, they provide people aged 16 or over who have no formal qualifications with the opportunity to obtain official qualifications. These distance learning courses are organised as modules through the Internet. Students pay for their textbooks and part of the teaching cost. The Icelandic college for pre-school teachers and the university college of education both offer distance learning programmes.
LI	No evening courses of ordinary education leading to official qualifications. There are courses in specific subjects (languages, computer use).	No.
NO	Evening courses to acquire recognised qualifications equivalent to those of ordinary education are provided by municipalities (lower secondary education), counties (upper secondary education) and study associations. To attend compulsory (lower secondary) education, the participants have to be above 16 years of age and to attend upper secondary education, the participants have to be above 18 years. The participants have to take examinations in all subjects and no special qualifications are required to attend the courses.	Distance learning courses are offered by private institutions receiving state grants. They offer the possibility to young people aged at least 14 to obtain official qualifications. Courses available to young people without qualifications cover lower and upper secondary education. Courses last from 12 study hours up to 11 years of full-time study. Participants cover approximately 30% of fees and state grants cover the rest. In certain cases, fees may be covered 100% by state grants or the employer.

2 Further education is full-time education suited to the requirements of persons over compulsory school age (16 years), but is not subject to school regulations.

One particular arrangement also deserves mention. This is the possibility of taking examinations set by examining bodies or before boards of examiners, having followed the courses concerned otherwise than at school. These arrangements have been cited (see Table 8) by Belgium, Austria, Finland and the United Kingdom. They may also exist in other countries but were not mentioned in the answers to this question. In general, the examining bodies or boards allow people to sit examinations in subjects taught at evening and distance learning classes. These examinations make it possible for people of any age who have left full-time education to acquire the same or equivalent certifications to those of ordinary day-time education. Sometimes they also accredit skills not obtained at school, e.g. those acquired in the workplace.

Table 8. Examining boards and bodies

B	The boards of examiners provide an alternative means of obtaining a qualification outside the traditional school education channels. The examinations are essentially aimed at self-taught people or those who have abandoned their studies. It is possible to prepare for such examinations with institutions offering social advancement courses and through distance learning courses. They are open to all, irrespective of age. **B nl:** The Examining Board of the Flemish Community has since 1992 allowed everybody of 18 and over to obtain official qualifications, equivalent to ordinary secondary education. The examinations are organised annually under the responsibility of the Flemish Ministry of Education. Examination fees are low (ECU 12 a year).
A	Opportunity to sit a vocational proficiency examination, under Article 23(5) of the Vocational Training Act (*Berufsausbildungsgesetz*) 1969, as amended. Organised outside the school context for people of 20 and over, this measure concerns applicants who have acquired their skills in the occupation concerned outside of school (see Table 22 – Austria). It is, however, possible to take this examination at age 19 in exceptional cases where justified. Pupils have to pay an examination fee. The district authorities are responsible for admissions.
FIN	The 1994 Act on vocational qualifications provides that anyone who acquires vocational skills in the course of their working life by following training courses or by any other means and who wishes to have such skills recognised in order to obtain an official qualification may sit examinations set by examinations boards. The Ministry of Education decides which vocational qualifications are offered and the examination fees. The requirements and organisation of the examination are the responsibility of the National Board of Education. There are about 215 examinations boards. This measure is aimed at developing procedures for the official recognition of qualifications matching the quality criteria in the vocational system.
UK: E/W/ NI	Access to qualifications certified by national awarding bodies, including those which are normally taken at the end of compulsory education (GCSE), is available to all, irrespective of age. Students who have left full-time education may take qualifications in general and vocational subjects taught at further education institutions, adult education classes or via distance learning. The awards offered include Entry Level awards (qualifications below the level of GCSE) which aim to help encourage low achievers, under-attainers and those with special educational needs to stay in or re-enter structured learning with a view to progression to higher level study.

A final type of measure has also been presented separately. It is the **record of achievement** (Table 9). Only the United Kingdom has mentioned this type of measure. The National Record of Achievement (NRA) is a continuous and lifelong inventory of academic and practical skills.

Table 9. Record of achievement

UK	The National Record of Achievement (NRA) was originally launched in 1991 as a government-backed initiative which allowed young people to record academic, career and personal achievements, and was also intended to be a tool for lifelong learning and career planning. As a result of a recent review, the NRA is being redesigned and will be relaunched from September 1998. It will be free of charge to all school children from the age of 14 and to people on government-supported training programmes.

BEST COPY AVAILABLE

IV – Issues and debates

The nature and diversity of existing measures inevitably give rise to a number of questions. The current situation is characterised by the wide variety of demands which society places on schools and calls for a number of policy choices to be made. At the same time, this could lead to a proliferation of ineffective or inadequate measures and reforms if the policy objectives are not made sufficiently clear.

Some measures really consist of alternative educational opportunities for young people, as well as adults, without qualifications to have a second chance of acquiring a qualification, e.g. the folk high schools in Denmark, Sweden and Norway.

With regard to measures specifically aimed at young people who have left the education system without qualifications, there follows a brief examination of a few topics of discussion.

A. How is a specific measure for young people without qualifications defined?

One problem arises at the outset – how should a specific measure for young people without qualifications be defined? The variety of responses provided and arrangements mentioned does indicate that this is a question which needs to be refined in future discussions.

In order to permit initial clarification, a definition of the specific measures which cater for young people who have left the education system without qualifications can be postulated as a working hypothesis. This would involve giving consideration more particularly to measures which met all the following conditions:

- measures specifically aimed at young people, from the end of compulsory education to about age 25, and not at the general public of all ages;
- measures to assist young people without qualifications, and not those who already have recognised diplomas or qualifications, young people who are often unemployed or find themselves in an unstable or insecure situation;
- measures taken subsequent to compulsory education, and not during such education, aimed at reintegration, and not preventive or educational guidance measures, etc. taken within the ordinary education system for young people still there;
- measures taken by the education system, and not by the Ministry of Labour, businesses, private training institutions, integration associations, voluntary or civic associations, non-profit-making organisations, etc., to enable young people who have already left the education system to acquire qualifications;
- measures intended to provide these young people with real qualifications and/or the desire to continue their studies within the education system, and not purely on-the-job training, introduction to the world of work, briefings about specific jobs, training placements with no recognised certification, etc.;
- measures which consequently involve a minimum period of time, the duration of which remains to be defined but cannot be only a few days or weeks;
- measures whose scope extends beyond the strictly local level, the framework of a pilot project, or even only a neighbourhood, so as to be applied over a sufficiently large area.

Clearly, not all the measures listed in the present document meet these criteria but it is considered that these may serve as a useful guide in classifying and analysing the measures and in further debate.

B. Preventive or second chance measures?

Some countries focus on prevention during schooling in a bid to reduce as far as possible the numbers of pupils dropping out of school, in order to tackle the problem before it actually arises,[3] rather than devising remedial solutions for young people who have already left the education system and will not find it so easy to return to school once the break has been made.

Sweden, where 98% of young people continue into upper secondary education, offers a real alternative educational option right from the outset, in particular "individual programmes", under the responsibility of the municipalities, applying the principle that second chance opportunities for young people without qualifications must be found mainly within the education system itself. In 1994, 17 200 pupils took advantage of this opportunity. Some 60% of these young people were able to rejoin national programmes, i.e. upper secondary education, after one year of alternative education. Denmark, Italy, the Netherlands, Portugal and Finland also have preventive measures in addition to the remedial measures described here. In their answers, the French Community of Belgium and the United Kingdom also emphasised the preponderance of prevention structures within compulsory education itself.

Since the present study focuses on specific measures for young people who have already **left** the education system without qualifications, there is a risk of misreading the tables. Countries which have developed preventive measures probably have few specific remedial measures, whereas other countries might tend to increase their second chance measures to compensate for school drop-out in the absence of measures to prevent it. In any case, it is always necessary to examine the structure of the education system in conjunction with the organisation of educational pathways (the extent to which it may lead to marginalisation), measures for preventing school failure and drop-out, and second chance measures to cater for those who have already left the education system without qualifications. [4]

C. Education in school or training market?

Should measures for young people who have left the education system without qualifications be taken mainly by the education structures or should they be the responsibility of various training institutions?

Since the 1980s, this is a question that has arisen frequently and one which should be seen in relation to what might be called a crisis in schools. Rightly or wrongly, schools are often accused of failing to prepare young people properly for entry into the labour market and society as a result of too much formalism and abstraction, divorced from real life. The various training institutions, controlled or initiated by the private sector and sometimes by voluntary or civic associations, are enjoying a boom at present and can present themselves as an interesting alternative to schools.

However, it should be noted that the private sector is not particularly interested in training young people without qualifications but concentrates mainly on continuing vocational training for people already in

3 On the subject of preventing school failure in the European Union, see: Eurydice, *Measures to combat school failure: A challenge for the Construction of Europe*, Office for Official Publications of the European Communities, Luxembourg, 1994.

4 An approach of this type is presented by J. Banks, *The prevention of school failure and marginalisation among young people*, a study commissioned by the European Commission, Brussels, 1994.

work and induction training for newly recruited employees.[5] It would therefore fall to the public sector to provide for these young people. Another question related to this issue is where responsibility for such measures should lie – with the Ministry of Education or, in line with the idea that training should be directly centred on employment, the Ministry of Labour?

D. General education or vocational training?

A further issue concerns the type of educational arrangements which should be introduced. Should traditional school-type methods be used, possibly introducing a practical training component, for instance in workshops, or should inspiration be drawn from methods giving much more importance to in-company training?

Various arguments have been put forward by proponents of the latter solution – the rejection of schools by a demotivated group that has lost confidence, the more practical contribution of the second solution in relation to the needs of such young people and the opportunity to initiate them directly into the world of work. Conversely, however, too much control by the economic sector over the training of such young people could lead to overspecialised apprenticeships which failed to guarantee the more general education required both in society and, increasingly, in the workplace.

When considering how to cater for young people without qualifications, should the focus be on training, which, by tradition in some countries, is not the remit of education but of the economic sector, or should certificated education in the broader sense be provided? The first option forms part of a philosophy which places greater emphasis on measurable economic efficiency, whereas the second option forms part of a more humanist movement that advocates general education, education in citizenship, education in critical autonomy, etc.

In view of the special nature of the target group of young people without qualifications, the pressing need to ensure their social integration is often cited as a priority, and Member States therefore tend to give priority to job-centred training.

The solution might be to find a middle way, with a balance and a partnership between general education, involving the education system, and more specialised training to satisfy specific requirements, involving the training institutions. Inspiration could be drawn from, for instance, other "dual" (sandwich-type) methods like those which have been in existence, sometimes for many years, in the ordinary vocational training systems of certain countries (Belgium and Germany for instance).

5 Ant M., Kintzelé J., Van Haecht A., Walther R. (Eds.), Access, *Quality and Volume of Continuing Vocational Training in Europe*, FORCE Report, Luxembourg, 1996.

E. Social and occupational integration measures or education/training measures?

A very important issue which is reflected in the categories described in Chapter II concerns the choice between social and occupational integration measures and training and/or education measures.

As regards occupational integration measures, education is generally not involved. However, it might be more appropriate to try to promote young people's social integration, rather than to endeavour to get them to return to school or at least to repeat training when it is known that they have already failed in this area. On the other hand, as has already been indicated several times, it is precisely this lack of qualifications, which no three-day awareness course in job-seeking is likely to change, that is the main obstacle to both the occupational and social integration of these young people.

V – National descriptions

Only measures aimed wholly or partly at **young people who have left compulsory education without qualifications** have been included in the tables which follow. As a result, certain initiatives mentioned in the responses from the National Units are not included, as they are not aimed at the group under study. The same applies to preventive measures taken during the course of compulsory education, and to very *ad hoc* measures (e.g. guidance consultations, free telephone numbers).

Measures discussed in Chapter III B. – evening and distance learning courses, boards of examiners and records of achievement, none of which are specific to young people – are not included in the national descriptions here.

Table 10. Belgium (French Community)

Measure (date of introduction)	Type of measure	Aims	Certification	Context	Organisation of timetable Educational measures
Centre for Education and Training (sandwich/day release courses) (CEFA) (1984-91)	1b 2	To obtain official certificates.	– Proficiency certificate equivalent to the certificate awarded for full-time education; or – annual certificate mentioning the skills acquired.	Secondary school and company.	– Part-time education alternating with training in company. – Education timetable in school – 600 periods of 50 minutes over 20 weeks per year.
Vocational Training Enterprises (EAP) (1987)	3	To enter the labour market.	Certificate of attendance.	Outside the school context: approved training centres.	Simulation of real conditions in the workplace.
Non-profit-making association for getting back to work (in the 1980s)	3	– To achieve social integration. – To enter the labour market.	Certificate of attendance.	Centre subject to approval by the French Community.	Flexible organisation arranged to meet the needs of the learners.

Table 10. Belgium (French Community) (continued)

Measure	Target group	Age	Duration	Responsible authority	Geographical areas	Financial aspect	Evaluation of the measure
Centre for Education and Training (sandwich/day release courses) (CEFA)	All groups.	16-25 years.	2 years minimum.	– French Community. – The organising body.	French Community.	No fees.	No systematic evaluation.
Vocational Training Enterprises (EAP)	Disadvantaged groups.	18-25 years.	Varies.	French Community (for approval).	French Community.	No fees.	No systematic evaluation.
Non-profit-making association for getting back to work	– The long-term unemployed. – Unemployed women. – Etc.	No age limit.	Varies.	French Community (approved institutions).	French Community.	No fees.	No systematic evaluation.

Table 11. Belgium (Flemish Community)

Measure (date of introduction)	Type of measure	Aims	Certification	Context	Organisation of timetable Educational measures
Basic adult education (1980)	3	To acquire basic education.	No.	Private schools with special pedagogical systems.	School-year system.
Centrum voor deeltijds onderwijs – CDO Centre for alternating education and training (1983-88)	2	To obtain official certificates.	– Proficiency certificate equivalent to the certificate issued for full-time education; or – annual certificate mentioning the skills acquired.	Secondary schools and companies.	Part-time education alternating with in-company training. Education component – 600 periods of 50 minutes spread over 20 weeks per year.
Centre for part-time secondary vocational education – CDBSO (1983)	2	To acquire vocational skills and to improve social development in order to enter the labour market and to achieve social integration.	Possibility of a certificate of 2nd and 3rd level of secondary education (not equivalent to a diploma of full-time secondary education or to a qualification certificate).	Partly in school and partly in companies or workshops.	Part-time education (15 hours/week) alternating with work experience (min. 18 hours/week).
Alternating learning for low-qualified/non-qualified adults (1995)	1a	– To achieve social integration. – To enter the labour market.	Diploma educator of level B2.	Schools for continuing education and institutes.	Part-time training alternating with employment.

Table 11. Belgium (Flemish Community) (continued)

Measure	Target group	Age	Duration	Responsible authority	Geographical areas	Financial aspect	Evaluation of the measure
Basic adult education	Illiterates	18 years and over	Average: 24.2 weeks	Private organisations	Flemish Community	Free of charge	1994/95: Council for "Basic education". The Flemish Education Council (VLOR) has evaluated this measure for 1996/97 and decided to continue it
Centrum voor deeltijds onderwijs – CDO Centre for alternating education and training	All groups	16-25 years	2 years	Flemish Ministry of Education	Flemish Community	Free of charge	Report by the inspection and working group of VLOR. No data available
Centre for part time secondary vocational education – CDBSO	Youngsters who (from the age of 16) choose to comply with the compulsory school attendance requirement by enrolling in part-time education	16-25 years	Part-time till the age of 18 (3 or 2 years)	Flemish Ministry of Education (only for the school part) European Projects branch	Flemish Community	Free of charge	Evaluation by HIVA (Higher Institute for Labour of University of Gent) and HSA (Working group of the Flemish section of the Free University of Brussels – VUB) on the ability of people to find a job afterwards. No data available
Alternating learning for low qualification qualified adults	Adults with low or no educational qualifications	18 years and over	2 years	Flemish Ministry of Education European Projects branch	Flemish Community	Free of charge	Evaluation by HIVA (Higher Institute for Labour of University of Gent) and HSA (Working group of the Flemish section of the Free University of Brussels) on the ability of people to find a job afterwards. No data available

BEST COPY AVAILABLE

Table 12. Belgium (German-speaking Community)

Measure (date of introduction)	Type of measure	Aims	Certification	Context	Organisation of timetable Educational measures
Non-profit-making associations 1. *Arbeitsloses Arbeitsvergnügen* (LAV) (1991) 2. MUT (Courage) (1994) 3. *Die Brücke* – FOR and HAND projects (1993/96) 4. KAP (Cultural action and pressure literacy and basic education courses (1994)	1	Social integration Entry to the labour market	Certificate of skills acquired	1. LAV Eupen (Screen printing workshop) 2. Boat building project 3. Variable (school or workshops) 4. Variable (school or workshops)	1. 2 hrs months or more in workshop 3. FOR: from 1.9.93 to 30.9.96 HAND: from 1.9.96 to 30.11.97 4. Courses of 40 weeks, 7 hours a week
Qualifying training of FOREM 1. Club for those actively searching work (CRAE) (1993) 2. *Schulabgängerzentrum* (SAVE) (consultation for school leavers) (1994)	1	Learning how to look actively for work Social and vocational reintegration for long-term unemployed Responsibility for young school leavers with or without qualifications	Certificate for having taken part (FOREM – Office for Vocational Training and Employment)	FOREM training centre	1. Modular courses: 8 hours a day, 5 days a week 2. Organised in 2 blocks of 3 weeks in the year
Training for skilled trades	1b	To obtain a recognised diploma	*Gesellenbrief* (apprenticeship certificate)	Training institute for the skilled trades and companies offering sandwich courses	Sandwich courses in company/school (2 half days)
Part-time education (1990)	3	Social and educational project	Certificate for having taken part (part-time education) and qualification certificate of 4th or 6th years of vocational schools	*Robert Schuman Institut* in Eupen (secondary technical school)	Sandwich courses in company/school

Table 12. Belgium (German-speaking Community) (continued)

Measure	Target group	Age	Duration	Responsible authority	Geographical areas	Financial aspect	Evaluation of the measure
Non-profit-making associations 1. *Christliche Arbeitsjugend* (CAJ) 2. *MJC I* (Kontagio) 3. *Hey Rouge* — FOBI and HAND projects 4. KAP (Cultural action and presence): literacy and basic education courses	1. and 2. Disadvantaged and/or unqualified young persons 3. Persons receiving social assistance and the unemployed. Hand is targeted at disadvantaged young people 4. Unemployed people with low level of qualification	1. and 2. 16–25 years 3. No age limit, except for HAND that is targeted at young people under 21 4. No age limit	1. and 2. 6 months to a year 3. FOBI: 12 months; HAND: 15 months 4. Depends on individual progress	The associations involved	German-speaking Community	No charge for participants	Done by the associations
Qualifying training of FOREM 1. CRAF 2. IBIS 3. *Schulabgängerzentrum* (SAVE)	1. and 2. In particular, young persons and long-term unemployed. 3. School leavers with or without qualifications	No age limit	Module of several months – 8 hours a day, 5 days a week	FOREM	German-speaking Community	No charge for participants. Unemployed persons who are trained receive 1 FEC for every training lesson	Done by FOREM
Training for skilled trades	Young people who have left lower secondary education after the 2nd year, or having passed 2nd year of vocational school. Young people who have broken their apprenticeship contracts and apprentices who have failed their A (general), B (vocational) or C (practical) examinations	Young people of 15 and over	Usual duration of an apprenticeship (3 years)	Training institute of the skilled trades	German-speaking Community	No charge for participants	Done by training centres
Part-time education	Young people, who are considered at a certain moment in capable of having any sort of training (for personal, family, social or penal reasons)	15–25 years	Varies from 1 to 3 years	*Robert Schuman Institut* in Eupen	German-speaking Community	No charge for participants	Done by the school

Table 13. Denmark

Measure (date of introduction)	Type of measure	Aims	Certification	Context	Organisation of timetable Educational measures
Individually Organised Youth Education (1994)	1a 1b	– To provide general and personal qualifications. – To strengthen competence and interest in either continuing in the education system or entering the labour market.	A certificate is issued at the end of the education.	In the school system – boarding schools; – "production schools"; – municipal youth schools; – adult education centres; – vocational training schools.	– Young people are able to construct their own individual course programme including both known and new course elements. – Possibility of foreign exchanges and study visits.
Transition courses between compulsory education and upper secondary education (1996)	1a 1b	To give young people a better possibility of and motivation for choosing and completing a youth education programme and at the same time to develop the vocational and personal competence of the young person.	No certificate, but credit may be awarded for elements taken of a given programme.	Within the school system.	Bridge-building courses are made up of 2 to 4 elements from different school years. They may be: – parts of the 10th year course; – introductory parts of approved upper secondary programmes; – specially organised introductory courses to approved upper secondary programmes; – courses in municipal youth schools; – a school period at a "production school", and; – a school period of a vocational education and training programme.
Production schools (1978)	1	To offer combined education and production programmes to the young unemployed. To give the participants better prerequisites to begin a qualifying course of education or to obtain employment in the labour market.	No certificate, but the school issues a statement on course attendance.	Within the school system.	The activities must comprise both practical work and production and related theory.
EGU: *erhvervsgrunduddannelse* (basic vocational course) (1993)	2	To give the young people concerned personal, social and vocational qualifications which give immediate access to a vocationally qualifying course of education and/or a basis for employment in the labour market.	A certificate is issued.	Within the school system.	The course consists of elements of practical training in a business enterprise and theoretical education at school. The courses are practically oriented, locally organised and individually adapted according to the individual participant's abilities. May take place at adult vocational training centres, adult education centres, non-residential folk high schools, youth schools, continuation schools, production schools, vocational colleges, social and health schools etc.

Table 13. Denmark (continued)

Measure	Target group	Age	Duration	Responsible authority	Geographical areas	Financial aspect	Evaluation of the measure
Individually organised youth education	Young people who have left compulsory education, but who have not started or have dropped out of a general or vocational upper secondary education programme; this measure is aimed at both "strong" and "weak" pupils.	16 years and over (no upper limit).	2 to 3 years.	Ministry of Education.	Nationwide.	The receiving school gets a grant based on the time involved, as for its other students, as well as a state grant for the guidance of the young people.	None so far.
Transition courses between compulsory education and upper secondary education	All young people who have completed the 9th year of the *folkeskole*, but who are undecided about their choice of youth education.	16-19 years.	8-40 weeks.	Ministry of Education/ local authorities.	National/ regional.	The courses are financed according to the budget for the school year in question.	None so far.
Production schools	Young people who have not completed an upper secondary education programme.	16-24 years.	6-7 months.	The schools are state-funded, self-governing institutions which may be set up by the local (municipal and county) authorities.	Nationwide.	Receive a basic grant from municipality where they are located as well as a time-related grant per student.	None so far.
EGU: *erhvervsgrunduddannelse* (Basic vocational courses)	Everybody over 18 years of age.	No age limit.	1½-3 years.	Ministry of Education/ counties.	Nationwide.	The schools are financed on a capitation basis, referred to as the "taximeter principle".	No information available.

Table 13. Denmark (continued)

Measure (date of introduction)	Type of measure	Aims	Certification	Context	Organisation of timetable Educational measures
Special education and training efforts for the young unemployed under 25 years (1996)	2	To get young unemployed people to commence a course of education/training.	Depends on the programme/course chosen.	Mainstream or adult education system.	The young people may choose between ordinary education and training programmes, specially organised 18-month courses of education offered at vocational colleges and labour market training centres (AMU-centres).
Adult Education System					
VUC/*Studenterkurser* (1924-89)	1a	To provide adults with a possibility of supplementing and updating their general education and prepare them for further education.	A diploma is issued at the end of the education identical to that issued on completion of the examination taken in the mainstream education system, if examinations are taken in all subjects.	Special institutions in the adult education system.	The VUC-courses are taken on a single-subject basis. The *Studenterkurser* can be taken as full-time courses or single subject courses. The teaching in the full-time courses for the *Studentereksamen* (2-year course) is more concentrated than that of the *Gymnasium*, and subjects such as music, creative arts, sport etc. are not obligatory, but otherwise, the required content is the same in both programmes.
Folk High Schools (1844)	1a	To offer general education to all.	No certificate and no examinations.	Residential.	The individual school is free to decide on the content of its teaching itself, and the subjects offered by the schools therefore differ from one school to the other.
Adult Educational Associations (1897)	1a 1b	To provide basic knowledge.	No.	In the adult education system.	The basic freedoms of these activities are the free choice of topics, free participation, free initiative and free choice of teachers. Courses are organised in a great variety of subjects.
Daghøjskoler (Non-residential folk high schools) (late 1970s)	1a 1b	To provide general liberal education (both general and vocationally oriented topics).	No.	In the adult education system.	Wide range of activities with cultural, social, creative and aesthetic aspects; the teaching covers both general and vocationally oriented topics.

Table 13. Denmark (continued)

Measure	Target group	Age	Duration	Responsible authority	Geographical areas	Financial aspect	Evaluation of the measure
Special education and training efforts for young unemployed under 25 years	Young unemployed persons under 25 years without a vocationally qualifying education: – young people eligible for unemployment benefits who have been unemployed for at least 6 months within a 9-month period; – young unemployed persons receiving social assistance.	Under 25 years.	Flexible.	Public employment service.	Nationwide.	Public funding.	No.
Adult Education System							
VUC (*Studentterkurser*)	People who have no general secondary qualifications beyond the 10th year of the *folkeskole*.	17 years and over (no upper limit).	Flexible (minimum 2 years).	Ministry of Education.	Nationwide.	Participants pay a small fee.	By the Ministry of Education in connection with general evaluation of subjects across the education system.
Folk High Schools	All people.	17½ years and over.	1-36 weeks.	Ministry of Education.	Nationwide.	Participants pay for board, lodging and tuition.	No information available.
Adult Educational Associations	All adults.	18 years and over.	4-8 months.	Local committees under the local authorities.	Nationwide.	Funding by the municipalities.	No information available.
Daghøjskoler (Non residential folk high schools)	Mainly the unemployed.	18 years and over.	4-24 weeks.	Municipalities.	Nationwide.	Funding by the municipalities.	No information available.

Table 14. Germany

Measure (date of introduction)	Type of measure	Aims	Certification	Context	Organisation of timetable Educational measures
Berufsvorbereitende Bildungsmaßnahmen nach Arbeitsförderungsgesetz – AFG (Preparatory measures under the Law on the Promotion of Employment, 1969)	1a 3	– To enter the labour market. – Preparation for vocational training according to the Law on Vocational Training (*Berufsbildungsgesetz* – BBiG).	None.	School context.	– Remedial teaching, familiarisation with various occupations. – Multidisciplinary team, special assistance, social and educational counselling.
Help for disadvantaged groups (1979, since 1988 under Article 40c AFG); since 1 january 1998, regulated by Articles 240 et seq. of the *Sozialgesetzgebuch – Drittes Buch – Arbeitsforderung*.	2 3	– To enter the labour market. – To obtain official diplomas.	Full vocational qualifications.	Outside the school context: public training centres or "dual" vocational training system.	– To gain additional experience by means of business models, youth assistance projects and community initiatives. – Team working.
Berufsvorbereitungsjahr (a year of pre-vocational training)	1b	To provide preparation for vocational training to young people who have been unable to secure a training place and to provide special pedagogical and psychological assistance to help them successfully complete vocational training at an in-company training centre or to work in a company.	Possibility of obtaining the certificate of general education at lower secondary level (*Hauptschulabschluß*).	Can be credited to part-time compulsory vocational education after having finished full-time compulsory general education, if no courses in general upper secondary school are followed.	Full-time.
Berufsgrundbildungsjahr (first year of basic vocational training)	1b	To provide knowledge and skills required generally for occupation as well as special theoretical and practical education in one particular career area.	Possibility of obtaining the certificate of general education at lower secondary level (*Hauptschulabschluß*) and of having the successful completion of this basic vocational training counted as the first year of training in the specific recognised occupations associated with the chosen career area.	Considered as a part of "dual" vocational education; at the same time it can be credited to the part-time compulsory vocational education.	In form of either – full-time schooling, or – alternating under the "dual system".
Obtaining *a posteriori* certification of general education at the *Berufsschule*.	1a	To provide pupils with general and vocational education, having particular regard to the requirements of vocational training.	The *Berufsschule* issues a leaving certificate, which may incorporate a *Hauptschulabschluß* or a *Realschulabschluß/Mittlerer Schulabschluß*, depending on the candidate's achievements.	In the context of the "dual system" of vocational training, the *Berufsschule* is an autonomous place of learning. Following courses in the *Berufsschule* part-time is considered as satisfying the compulsory education requirement.	Alternating, under the "dual system".

Table 14. Germany (continued)

Measure	Target group	Age	Duration	Responsible authority	Geographical areas	Financial aspect	Evaluation of the measure
Berufsvorbereitende Bildungsmaßnahmen nach Arbeitsförderungsgesetz – AFG (Preparatory measures under the Law on the Promotion of Employment)	– Young people who are not able to start vocational training without additional measures. – People with special needs.	15-20 years.	Maximum 1 year.	*Bundesanstalt für Arbeit* (Federal Employment Office).	Nationwide.	No participant's fees. They receive in general financial aid averaging 21 000 DM a year.	In 1994, there were 66 848 entrants and 60 374 participants who finished the course (*Berufsbildungsbericht* 1996).
Help for disadvantaged groups.	Young disadvantaged people (mentally, physically, socially handicapped).	18-25 years.	Maximum 3 years.	*Bundesanstalt für Arbeit* (Federal Employment Office).	Nationwide.	No participant's fees. They receive general financial aid averaging 800 DM a month in the old *Länder*, 460 DM a month in the new *Länder*. During in-company training, participants receive the normal training remuneration of 1 055 DM a month in the old *Länder*, 925 DM a month in the new *Länder*.	In the old *Länder*: In 1995, measures for 49 600 participants were supported. 41 800 received grants, 7 800 began vocational training off-the-job. In 1995, 6 100 finished off-the-job training, 2 600 (43%) of these passed the final examination. In the new *Länder*: In 1995, measures for 19 100 participants were supported, 8 600 received grants, 10 400 began vocational training off-the-job. (*Berufsbildungsbericht* 1996).
Berufsvorbereitungsjahr (a year of pre-vocational training)	Young people with no certificate of general lower secondary education.	In general 15-20 years.	1 year.	Ministry of Education of each *Land*.	Measures under the authority of the *Land* are offered at local level.	– In principle, courses are free. – All *Länder* have regulations on the provision of financial assistance for pupils or on the provision of courses free of charge. – Entitlement to government grants (subsistence) under strictly defined conditions.	In 1992/93 this measure was examined by the *Länder* and recognised as useful.
Berufsgrundbildungsjahr (first year of basic vocational training)	Young people having finished compulsory general education and without a contract of apprenticeship in a training enterprise.	In general 15-20 years.	1 year.	(As above).	(As above).	(As above).	No evaluation has been done yet.
Obtaining *a posteriori* certification of general education at the *Berufsschule*.	Young people with a contract of apprenticeship.	15-20 years.	2-3 or 5 years.	(As above).	(As above).	(As above).	There is an on-going evaluation at federal level.

Table 15. Greece

Measure (date of introduction)	Type of measure	Aims	Certification	Context	Organisation of timetable Educational measures
Vocational training courses in various subjects (1983)	3	To acquire basic knowledge.	None.	Public adult education centres (KLE).	Morning or afternoon courses. Responsibility for arrangements – NELE (Prefectoral committees for adult education).
Supplementary courses in literacy and Greek as a second language (1983)	3	To achieve social integration.	None.	Public adult education centres (KLE).	Morning or afternoon courses. Responsibility for arrangements – NELE (Prefectoral committees for adult education) and GGLE (General Secretariat for Adult Education).
Placements (1969) Grant-aided placements (1994)	2	– To achieve social integration. – To enter the labour market. – To obtain vocational qualifications.	Recognised diploma.	Training in OAED schools (national employment office) – placement in companies.	Mornings, with time divided between school and company.
Placement agencies (1983)	3	– To achieve social integration. – To enter the labour market. – To obtain vocational qualifications.	Certification of qualifications not yet complete.	Training in OAED schools (national employment office) – placement in companies.	Morning or afternoon.

Table 15. Greece (continued)

Measure	Target group	Age	Duration	Responsible authority	Geographical areas	Financial aspect	Evaluation of the measure
Vocational training courses in various subjects	Young unemployed people.	16-25 years.	Between 5 and 12 months.	General Secretariat for Adult Education.	Regional and prefectoral levels.	Courses are free – no allowance paid.	By the relevant NELE (prefectoral committee for adult education).
Supplementary courses in literacy and Greek as a second language	Disadvantaged groups (Gypsies, offenders, repatriated Greeks).	16-25 years.	Between 5 and 12 months.	General Secretariat for Adult Education.	National and prefectoral levels.	Courses are free – no allowance paid.	By the relevant NELE and GGLE.
Placements (1986) Grant-aided placements (1984)	Young people who have completed the *gymnasio* (lower secondary schooling).	15-18 years.	3 years = 6 semesters.	Ministry of Labour – management by national employment office (OAED).	Nationwide.	Free for persons undergoing training – companies receive grants.	No system of external evaluation yet – in preparation.
Placement agencies (1983)	1) Unemployed persons. 2) Persons in work. 3) AMEA workers (people with special needs).	16-65 years.	1) Up to 600 hours. 2) Up to 200 hours. 3) 2 years – 1 800 hours.	Ministry of Labour – management by national employment office (OAED).	Nationwide.	Paid 1) 800 Drachmae/hr 2) 400 Drachmae/hr 3) 1 200 Drachmae/day.	No system of external evaluation yet – in preparation.

Table 16. Spain

Measure (date of introduction)	Type of measure	Aims	Certification	Context	Organisation of timetable Educational measures
SOCIAL GUARANTEE PROGRAMMES [1]					
Iniciación profesional (Vocational preparation) (1994)	2	– To provide basic and vocational training. – To facilitate integration into working life, with special attention to training for continued study (in particular specific intermediate vocational training).	– Academic certificate issued by the school. – Proficiency certificate issued by the corresponding educational administration.	Authorised public and private grant-maintained schools with the corresponding occupational training courses.	Part time, mainly in the morning with between 26 and 30 hours a week of lessons alternating with elements of training. [2] Ratio: minimum 10 pupils, maximum 15. Individual attention.
Formación y Empleo (Training and employment) (1995)	2	Whilst not neglecting the possibility of continued study, the main aim is to integrate young people into the labour market by providing them with initial work experience.	– Academic certificate from the corresponding educational administration. – Vocational proficiency certificate.	Outside the school context. In places closely related to the labour market (town councils, federation of provinces – *Mancomunidades*, etc.; province councils; employers' organisations).	Organised in two phases: The first phase comprises six months of training with the same allocation of hours as for vocational preparation. [2] During the second phase, half of this timetable is devoted to in-company training. Ratio: minimum 10 pupils, maximum 15. The minimum can be lower in sparsely-populated areas. Individual attention.
Talleres Profesionales (Vocational workshops) (1994)	2	To offer basic and vocational training to meet pupils' specific needs; these programmes are primarily concerned with the development and consolidation of positive social participation attitudes and renewed motivation through learning.	– Academic certificate from the corresponding educational administration. – Vocational proficiency certificate.	Outside the school context. Independent classroom-workshops. Places close to the young persons and the labour market, and in collaboration with social partners (NGO).	Between 26 and 30 hours. [2] The timetable of vocational training can be reduced to a minimum of four hours when the pupil is working whilst receiving training (apprenticeship contract) or in a training placement. For pupils' convenience, the placement occurs only during the final phase of the programme. Ratio: minimum 10 pupils, maximum 15. Individual attention.

1. In addition to these three measures, there are also programmes in prisons and in the army as well as programmes for ethnic minority and culturally disadvantaged young people.
2. The training elements in the Social Guarantee programmes are: vocational training (15-18 hours a week), basic education (6-9 hours a week), guidance and training for the world of work (2-3 hours a week), supplementary activities (2-3 hours a week), tutorials (1-2 hours a week).

Table 16. Spain (continued)

Measure	Target group	Age	Duration	Responsible authority	Geographical areas	Financial aspect	Evaluation of the measure
SOCIAL GUARANTEE PROGRAMMES							
Iniciación profesional (Vocational preparation)	Young people wishing to continue in the education system who have exhausted all possibilities of obtaining qualifications at other levels.	16-21 years.	One academic year. (The pupil is entitled to remain up to two years.)	Ministry of Education and Culture and the various administrations responsible for education matters.	State and autonomous communities.	– Without a contract (there is no remuneration). – Training is free of charge.	This is the most widespread type of training with the highest level of pupil enrolment. It is developing well and evaluation of this measure is being prepared.
Formación y Empleo (Training and employment)	Young school drop-outs with no academic qualifications above the certificate (*Graduado escolar*) at the end of compulsory education or the certificate of secondary education (*Graduado en Educación Secundaria*), nor any vocational training qualifications. Mainly first-time job seekers.	16-21 years.	One academic year. (The pupil is entitled to remain up to two years.)	Ministry of Education and Culture, in collaboration with the Spanish Federation of Municipalities and Provinces, plus town councils, employers' associations and trade unions.	State, autonomous communities and local administrations.	– Training placement contract (remunerated). – Training is free of charge.	This ranks as the second most important measure. Evaluation is being developed.
Talleres Profesionales (Vocational workshops)	Young school drop-outs who are marginalised and socially at risk.	16-21 years.	One academic year. (The pupil is entitled to remain up to two years.)	Ministry of Education and Culture, in collaboration with experienced non-profit-making institutions.	State, autonomous communities and local administrations.	– Training placement contract. – Training is free of charge.	Measure currently in its start-up phase.

3. There are no data on the external evaluation of these measures. In some cases, the implementation of external evaluation is in course, for example *Iniciación profesional* and *Formación y Empleo*.

Table 16. Spain (continued)

Measure (date of introduction)	Type of measure	Aims	Certification	Context	Organisation of timetable Educational measures
VOCATIONAL TRAINING FOR AN OCCUPATION (FIP PLAN) 4					
Vocational training for an occupation (1985)	3	The national plan for training and entry to work (FIP Plan) includes all schemes of vocational training for occupations which are aimed at the unemployed so as to provide them with the qualifications required by the production system and to get them back to work if they have had no specific formal vocational training or they are not adequately qualified.	The central administration lays down the training pathways and the minimum knowledge required for each speciality leading to a vocational certificate (*certificado de profesionalidad*) which is recognised throughout the country and has official status. This certificate is awarded by the relevant administrations at the request of the person concerned and after an evaluation in the relevant vocational sector before a committee of experts. In addition, participation in FIP Plan courses is attested with certificates indicating the number of hours, the name of the training module, etc.	Occupational vocational training courses can be provided on a classroom or a distance learning basis. In either case, they are held in centres which work in collaboration with the FIP Plan and are registered in the national census of participating centres which meet all the conditions, with an explicit indication of the training specialities for which each is approved. These centres must be authorised by the national institute for employment (INEM) or the autonomous community with responsibility in this area.	The training schemes under the FIP Plan are of short duration (under a year) and consist of modules in accordance with the established training programmes. The courses provide an opportunity for practical work in appropriate workshops or in companies with which prior cooperation agreements have been made (indicating the content, duration, place of training and timetables).
Programmes for workshop schools and centres for craft qualifications (1988)	2	Integration of unemployed young people under 25 years old in sandwich-type training including workplace training in the restoration or promotion of artistic, cultural or natural heritage; urban or nature renewal schemes; improvement of the urban environment and all other activity useful to the public sector or of general or social interest.	Certificate awarded by the promotional body indicating the number of hours, the qualification acquired and the training models undertaken.	Outside the school context.	The programmes consist of an initial phase (6 months) during which those participating receive occupational vocational training and a second phase of sandwich-type training alternating with work and workplace training through contracts of apprenticeship. Trainees are given guidance, advice, information about different occupations and training throughout the training process. For those who do not have a leaving certificate from the end of compulsory education (*Graduado en Educacion Secundaria Obligatoria*) specific courses are provided to give them basic and vocational education to put them in a position to find employment or continue their education.

4. Since it was introduced in 1985, the FIP Plan has operated under a variety of regulations. Legal provisions introduced in 1986, 1987, 1988 and 1990 have developed or amended the 1985 order. The FIP Plan is at present subject to Royal Decree 631/1993 (3 May).

Table 16. Spain (continued)

Measure	Target group	Age	Duration	Responsible authority	Geographical areas	Financial aspect	Evaluation of the measure
VOCATIONAL TRAINING FOR AN OCCUPATION (FIP PLAN)							
Vocational training for an occupation (FIP Plan)	Anyone over 16 years of age registered with the INEM can take part in a FIP Plan scheme. The main target public is: – unemployed persons on benefit; – unemployed persons over 25 years of age, more especially those who have been unemployed for over a year; – unemployed persons under 25 years of age who have lost a job which they had held for at least 6 months; – unemployed persons experiencing particular difficulty in obtaining, or getting back into work, particularly women wishing to return to work, persons with disabilities and immigrants; – first-time work seekers, but only in cases where the training scheme is requested by companies which commit themselves to taking on at least 60% of those they train.	All ages (minimum 16 years).	The modules programmed for each specialisation are of variable duration but always less than one year.	The INEM, as the agent of the Ministry of Labour and Social Affairs, and the autonomous communities which have already transferred the management of the FIP Plan.	The triennial planning of the training schemes is undertaken by the Ministry of Labour and Social Affairs, taking into account proposals of the autonomous communities which have responsibility for the management of the FIP Plan.	Training is free. In some cases, grants may be made towards travelling expenses, accommodation and/or meals.	Training schemes under the FIP Plan are planned on a triennial basis taking account of the labour market situation and the needs of each of the autonomous communities. This includes different training programmes for each specialisation. The INEM and the autonomous communities which have responsibilities in this field collect information annually on the extent to which the programmes have been completed, the marks obtained by the trainees, how many have obtained work and the evaluations carried out by the participating centres. This information is put to the General Council for Vocational Training. The training schemes provide for a considerable number of people each year who thereby obtain a qualification or vocational retraining.
Programmes for workshop schools and centres for craft qualifications	Unemployed young people under 25 years of age.	Up to age 25.	– School workshops: 1 or 2 years. – Training centres: 1 year.	The state, local craft associations, public bodies, autonomous communities, public companies, non-profit-making associations and foundations.	The state, autonomous communities and local authorities.	The INEM gives grants to promotional organisations to cover their expenses. In the second phase of the programme, trainees receive the statutory salary under an apprenticeship contract.	No.

Table 16. Spain (continued)

Measure (date of introduction)	Type of measure	Aims	Certification	Context	Organisation of timetable Educational measures
ADULT EDUCATION					
Enseñanzas iniciales (Basic education) (1970s and 1980s, with different dates depending on the programme) (1986)	1a	– Level I, literacy: to provide basic education for illiterate people in order to enable them to enter or return to the labour market or have access to other types of basic education. – Level II, consolidation of key knowledge and techniques: to permit access to the first modules of adult secondary education to enable learners to follow occupational or job training organised by other public administrations or private organisations.	– Level I: certificate of attendance. – Level II: academic qualifications equivalent to those issued in the education system.	Depending on the target group: public and private institutions in local administration, prison centres, military centres, etc. Fundamentally classroom-based.	No set timetable. Courses are organised in line with the needs of the target group, with a weekly minimum of nine hours for Level I and 12 hours for Level II. The methodology is based on the experience of the participants, taking into account their prior learning and progress, and fostering dialogue and participation as well as group working. Assessment is continuous. Before the start of training, an initial pupil assessment is made (*Valoración Inicial del Alumno* – VIA) which guides the individual training path. (This is common to all adult education courses.)
Education leading to the school-leaving certificate (*Graduado Escolar*) at the end of compulsory education (1970)	1a	To acquire basic qualifications for access to the various levels of the education system or for re-entry into the labour market.	School-leaving certificate (*Graduado Escolar*). Modular certificates.	Specific public centres for adult education. Other adult education institutions. Classroom-based and distance learning (daily TV programme).	No set timetables. Normally courses take place in the evening, but always at times to suit the needs of the participants. Programme subjects are grouped into areas: Spanish language, foreign language, mathematics, natural sciences and social sciences, in line with the curriculum for the required educational level.
Secondary education for adults (1996)	1a	To obtain the compulsory education qualifications laid down in the LOGSE, the basic law on the general structure and organisation of the education system (certificate of lower secondary education – *Graduado en Educación Secundaria*), its specific objectives are the same as the general objectives.	Certificate of lower secondary education (*Graduado en Educación Secundaria*).	Ordinary or specific teaching institutions. Classroom-based or distance learning.	No set timetable. It is drawn up in line with the participants' requirements. The adult study programme at compulsory secondary education level is structured into four areas of knowledge (Communication, Society, Nature and Mathematics). The content of each of these areas consists of inter-independent modules of increasing difficulty.

Table 16. Spain (continued)

Measure	Target group	Age	Duration	Responsible authority	Geographical areas	Financial aspect	Evaluation of the measure
ADULT EDUCATION							
Enseñanzas iniciales (Basic education)	People who do not have a good grasp of key elementary techniques. Level I programmes, for illiterate people, especially those of working age; Level II programmes, people with no qualifications who wish to enter adult secondary education, follow vocational training courses with guaranteed success or actively participate in social, cultural, political and economic life.	Over 16 years, no limits.	Not applicable (has to be adapted according to the training paths of the pupils).	Ministry of Education and Culture; agreements with the Ministries of Justice and Defence, Women's Institute and National employment institute. Autonomous communities with full powers over education and local administrations.	State, autonomous communities and local administration.	Courses are free of charge.	The national continuing training plan for adult women (*Plan Nacional de Educación Permanente de Adultas*), which started as an experimental programme for promoting women, today forms a normal part of the activities of adult education centres. These programmes also exist for people in prison institutions, for the armed forces, for young people from disadvantaged ethnic and cultural minorities, and migrants. Until now, there has been no evaluation, the programme being very recent (since LOGSE, these measure have been adapted to the new reformed system for the first time in 1996/97).
Education leading to the school-leaving certificate	People who reach the age of 16 prior to 31 December in the year preceding the examination session.	Over 16 years, no limits.	Not applicable.	Ministry of Education and Culture. Education departments of the autonomous communities with full powers in education.	State, autonomous communities and local administration.	Courses are free of charge.	No.
Secondary education for adults	People who have: – completed the sixth year of Basic General Education (*Enseñanza General Básica*) or equivalent; – successfully completed adult initial training Level II.	Over 18 years, no limits.	4 modules with a duration of 2 years (max.).	Ministry of Education and Culture. Autonomous communities with full powers in education.	State, autonomous communities and local administration.	Free of charge.	As the measure is being implemented, evaluation has not yet been done.

Table 17. France

Measure (date of introduction)	Type of measure	Aims	Certification	Context	Organisation of timetable Educational measures
Crédit formation individualisé – CFI Individual training credit (1989)	2	To obtain recognised qualifications at level V.	Ratification of skills in a technological education qualification, an approved qualification or a recognised qualification.	In the training institution and the company.	– Induction/guidance and drawing up of a modular training course in line with the trainee's initial skills and individual rate of progress. – Three phases: induction and guidance, updating or assessment of skills, and training (CES, sandwich training).
Vocational training (1971)	2	– To obtain recognised qualifications. – To enter the labour market.	Vocational qualification at level V or level IV for qualification placements.	Alternately in the centre and in the company.	Duration variable (800 hours, on average, of periods of practice for level IV training leading to a qualification).
Qualification contract (1983)	2	To obtain recognised qualifications.	Obtaining a vocational qualification with a certificate or diploma indicating success in technical education or recognised by a vocational branch.	Alternately in a company (practical training) and an external or internal training body (general, technical and practical training).	– Period with a training body (at least 25% of the total duration of the contract); – under a supervisor in a company; – signing of a training agreement when taken on.
Apprenticeship contract (1987)	2	To obtain recognised qualifications.	Obtaining a vocational qualification with a diploma indicating success in technical or vocational education or recognised by an approved certificate.	Alternately in a company and an apprentice training centre (CFA) or a *lycée*.	– Practical training under the responsibility of a *maître d'apprentissage* in a company. – General, technical and practical training (minimum of 400 hours a year in the CFA).
Contrat d'insertion professionnelle – CIP Vocational integration contract (1993)	3	To enter the labour market.	Certificate of vocational experience describing the activity undertaken and the training received.	In companies.	– Possible training time equal to at least 15% of the duration of the contract (compulsory in the case of renewals); – supervision obligatory; – the company defines the supervision conditions and the content of the training.
Contrat emploi solidarité – CES Solidarity contract (1989)	3	To enter the labour market.	None.	Non-commercial sector.	– Part-time contract (20 hours a week) which cannot be combined with another vocational activity or training with pay. – Training offered upon employment or during a contract. – Under a supervisor.
Dispositif d'insertion des jeunes de l'Education nationale – DIJEN, 1986 (Education Ministry integration measure for young people – for full details see continuation of table below)	1a 2	Measures which can lead to – a return to initial training; – inclusion in an Education Ministry scheme to help to enter work; – a contract for a sandwich training course; – entry to work.	Under the modules of repeat preparation for the sandwich-course basis (MOREA) and integrated training (*Formation intégrée* – FI).	Training alternately in school and in-company.	– Development of individual training courses coupled with work experience. – Since these are essentially sandwich courses, there are close links with companies in a spirit of inter-institutional collaboration.

Table 17. France (continued)

Measure	Target group	Age	Duration	Responsible authority	Geographical areas	Financial aspect	Evaluation of the measure
Crédit formation individualisé – CFI Individual training credit	People who do not hold a Level V (BEP or CAP) qualification.	16-25 years.	Variable, from 6 months to 3 years (depending on the training scheme).	Public and private training bodies approved for purposes of training credits.	Nationwide.	Beneficiaries are paid according to the type of training to which they have access (solidarity employment contract – CES, apprenticeship contract, qualification contract, adaptation contract, sandwich courses financed by the government).	According to an INSEE survey at the end of 1993, 100 000 young people were involved in the CFI, i.e. one sixth of all unemployed 16-25 year olds. 29% obtained a full level V recognition and 19% are in stable employment. A year after leaving the CFI, 42% of young people are in employment, 15% have had a job but have lost it and 43% have never had a job.
Vocational training	Any young person wishing to undertake initial training through sandwich courses.	16-25 years.	Fixed term contract of between 6 and 24 months.	Public and private training bodies.	District.	Young person receives a monthly government allowance and a lump sum towards accommodation and travelling expenses.	No information available.
Qualification contract	Priority group: young people with no qualifications and unemployed and the long-term unemployed.	16-25 years.	Fixed term contract of between 6 and 24 months.	Companies authorised by the public authorities.	Nationwide.	Remuneration fixed in relation to the national minimum wage (SMIC), the amount of which is fixed annually by decree and may vary according to the age of the beneficiary.	The level of training of the young people involved continues to rise. Among those leaving this scheme, almost 50% of those obtaining the qualification contracts have a level above or equal to that of the *baccalauréat*.
Apprenticeship contract	Young workers who have completed compulsory education.	16-25 years.	Fixed term contract of 1 to 3 years.	Companies authorised by the public authorities.	Nationwide.	Remuneration takes account of age, seniority in the apprenticeship and the level of the SMIC.	No information available.
Contrat d'insertion professionnelle – CIP Vocational integration contract	Young unemployed persons with training at level IV or below, or having particular difficulty in finding work.	Under 26 years.	Fixed term contract of between 6 months and 1 year, renewable once.	The training body is subject to government control.	Nationwide.	Remuneration is legally fixed as a percentage of the SMIC.	No information available.
Contrat emploi solidarité – CES Solidarity contract	Long-term unemployed, recipients of the RMI (*Revenu Minimum d'Insertion*), handicapped persons and the young unemployed (6% of contractors) with a level of training and education below that of the *baccalauréat*.	All ages.	Fixed term contract of between 3 and 36 months.	Contracts entered into by local authorities, other public bodies, non-profit-making organisations under private law and bodies responsible for managing public services. The training body is subject to government control.	Nationwide.	Salary is equal to a proportion of the SMIC for the number of hours worked.	No information available.
Dispositif d'insertion des jeunes de l'Education nationale – DIJEN (Education Ministry integration measure for young people)	Young people who have been out of secondary education for less than one year and without a CAP.	Over 16 years.	Variable, during the year after leaving secondary school.	School and company.	Being piloted at the level of the *académie* and the *département*.	During the period of training in the company, the trainee retains the status of a school pupil and therefore receives no remuneration.	The last survey of *Insertion dans la vie active* gives information on the leavers, 7 months after leaving during the year 1994/95. 21% have an ordinary work contract; 4.9% have a qualification or adaptation contract; 3.2% have another contract (CES or orientation contract). Among the holders of a *brevet* or a *Contrat de Formation Générale*, 28.3% have an ordinary contract; 7.4% have a qualification or adaptation contract; 3.9% have another contract.

Table 17. France (continued)

Measure (date of introduction)	Type of measure	Aims	Certification	Context	Organisation of timetable Educational measures
Specific measures taken under DIJEN					
1. MOREA (*module de repreparation à l'examen par alternance*) – module for re-taking examination on sandwich-course basis – (1986)	1a 2	Repeat preparation for examination on sandwich-course basis but without repeating final secondary year. (To obtain recognised certificates.)	CAP, BEP, *Baccalauréat*, BTS. Special sessions organised and flexibility in conditions for entry.	Between school and company.	– Modular organisation undertaken by volunteer teachers. – Each module brings together young people with similar educational needs to reach qualification level. – Sandwich arrangements figure largely in the training process.
2. SIO (*session d'information et d'orientation*) information and guidance session (1986)	3	– Draw up a realistic and relevant vocational profile based on current situation; – help young person to prepare to draw up profile and to start to implement it.	N/A.	School.	Based on sandwich formula and comprising 4 stages: – preparing detailed individual assessment; – accompanied exploration of workplaces (investigations, visits etc.); – trial period in a company; – selection of one profile and preparation of strategy for achieving it.
3. CIPPA (*cycle d'insertion professionnelle par alternance*) vocational sandwich-courses (1986)	2	– To obtain the knowledge needed for entry to a vocational training course; – draw up a realistic personal profile.	None.	School and company.	– Open stages from September to June. – Individual educational courses with a re-motivation phase; theoretical and practical teaching; placements in companies; sports and cultural activities.
4. MODAL (*module d'accueil en lycée*) *lycée*-based module (1992)	2	Drawing up a training profile on a sandwich basis. – Return to an initial training course; – preparation for vocational qualifications following appropriate methods; – training contract based on sandwich method (learning, qualification).	N/A.	*Lycée* courses in the institution and outside.	– MODAL is organised on the CIPPA basis. – A volunteer teacher coordinates all the activities and the other teachers prepare an educational programme appropriate to each young person.
5. FI (*formation intégrée*) integrated training (1992)	2	To obtain a vocational qualification.	Vocational qualification at level V (CAP).	First at school then in a company.	The first phase of one year as a school pupil enables a personal profile to be drawn up, consolidates basic skills and provides knowledge of work stations. The second phase of one or two years under an apprenticeship or qualification contract enables a vocational qualification to be acquired along with theoretical training.

Table 17. France (continued)

Measure	Target group	Age	Duration	Responsible authority	Geographical areas	Financial aspect	Evaluation of the measure
Specific measures taken under DIJEN							
1. MOREA (*module de préparation à l'examen par alternance*) module for re-taking examination on sandwich course basis	Young people who have failed the CAP, BEP, *Baccalauréat*, or BTS and who are willing to retake all or part of the examination and are sufficiently independent to succeed on a sandwich basis with some supervision.	Over 16 years.	From some months to a whole school year.	Decision to open a MOREA taken by the *Recteur* at the request of the receiving school.	According to the training needs of the young persons, over an area such as the school district or the training or employment catchment area.	School pupil status. During the period of training in the company, the pupil retains this status and therefore receives no remuneration.	In 1995/96, 5 578 pupils.
2. SIO (*session d'information et d'orientation*) information and guidance session	Young people, with or without a qualification, with no definite or immediately realisable objective.	Over 16 years.	4 to 6 weeks (SIO can be included at the start of longer schemes).	Prepared and implemented under the responsibility of the head of the receiving school.	Local.	School pupil status, therefore receives no remuneration.	In 1995/96, 9 562 pupils.
3. CIPPA (*cycle d'insertion professionnelle par alternance*) vocational sandwich courses	Young people without a qualification and with no defined personal project.	Over 16 years.	One school year or less.	Head of the receiving school.	Local.	School pupil status. During the period of training in the company, the pupil retains this status and therefore receives no remuneration.	Most striking increase in numbers of all the DIJEN schemes – 12 573 registered in 1995/96 compared with 5 800 in 1986/87.
4. MODAL (*module d'accueil en lycée*) *lycée*-based module	Young people interrupting their studies in the second (general or technical) phase of upper secondary education.	Over 16 years.	School year – allows for on-going arrivals and departures. May be shorter, from some weeks to 3 or 4 months.	Head of the *lycée*.	Local.	School pupil status therefore receives no remuneration.	In 1995/96, 1 240 pupils.
5. FI (*formation intégrée*) integrated training	Pupils who need special help to complete qualifying training on a sandwich basis.	Over 16 years.	Overall duration cannot exceed 3 years.	The *collège* or *lycée* which volunteers to run this scheme signs an integrated training agreement with the partner companies.	Organised at local level.	1st stage: school pupil status (no remuneration); 2nd stage: salaried employee under special contract of employment (qualification and apprenticeship).	In 1995/96, 617 pupils.

Table 18. Ireland

Measure (date of introduction)	Type of measure	Aims	Certification	Context	Organisation of timetable Educational measures
Youthreach (1988)	1a+1b	To acquire basic/core skills to prepare young people to progress to further education/training or to employment.	– The National Council for Vocational Awards (NCVA), a system for assessment and awarding diplomas, accredits successful training courses (foundational level). – Junior Certificate. – Integrated Assessment System (FAS). – Others as appropriate.	– Vocational Education Committee (VEC) Centres. – Youthreach Centres.	– Courses adapted to the specific needs of trainees. – Modular. – Alternating where appropriate. – Full-time.
Travellers Training Workshops (1974)	3	To assist the Travelling Community *to* obtaining an awareness of society and their place.	– The National Council for Vocational Awards (NCVA), a system for assessment and awarding diplomas, accredits successful training courses (foundational level). – Junior Certificate. – Integrated Assessment System (FAS). – Others as appropriate.	Traveller Training Centres.	Modular.
Vocational Training Opportunity Scheme (VTOS) (1989)	1b	To give unemployed people education and training opportunities which will develop their employability.	The National Council for Vocational Awards (NCVA), a system for assessment and awarding diplomas, accredits successful training courses.	Schools or training centres for adults.	– Full-time education and training. – Courses adapted to the needs of trainees. – Emphasis on social and personal development.

Table 18. Ireland (continued)

Measure	Target group	Age	Duration	Responsible authority	Geographical areas	Financial aspect	Evaluation of the measure
Youthreach	Young people who have left school with no qualifications (i.e. less than 5 Ds in the Junior Cycle).	15-18 years.	1-2 years.	Departments of Education and Enterprise & Employment through Vocational Education Committees (VEC) and the National Employment Authority (FAS).	Throughout the state in areas of high unemployment.	Participants receive a training allowance. Training is free.	The programme was assessed externally. At the end of the first year, around 32% find work and 34% continue their studies.
Travellers Training Workshops	Members of the Travelling Community.	15-40 years, 80% of which are 15-25.	1-2 years.	Departments of Education and Enterprise & Employment through Vocational Education Committees (VEC) and the National Employment Authority (FAS).	Approx. 17 Centres throughout the state.	Participants receive a training allowance. Training is free.	Internally assessed. Small success rate in terms of joint placement; completing the course regarded as achievement.
Vocational Training Opportunity Scheme (VTOS)	The long-term unemployed (minimum of six months on unemployment benefit).	21 years and over.	2 years.	Vocational Education Committees (VECs).	Throughout the state.	Participants receive a training allowance. Training is free.	The results for the 1994 course year were: – 25% of those who completed the training found jobs; – 32% continued their studies; – 31% remained unemployed.

Table 19. Italy

Measure (date of introduction)	Type of measure	Aims	Certification	Context	Organisation of timetable Educational measures
Corsi di alfabetizzazione (Literacy courses) (1983)	1a	– To acquire basic knowledge. – To obtain official diplomas.	*Diploma di licenza elementare* (Primary school diploma).	State primary schools.	For one year: 350 hours; 20 hours distributed over 5 days a week.
Corsi sperimentali per lavoratori (Experimental courses for workers) (1975)	1a	– To acquire basic knowledge. – To obtain official diplomas.	*Diploma di licenza media* (Lower secondary diploma).	State lower secondary schools.	Minimum of 350 hours a year; 14 or 16 hours distributed over 5 days a week.
Vocational training evening courses (1977)	1b	To acquire a qualification that can be useful in the employment market.	Vocational qualifications.	Outside the school context.	It changes from course to course, depending on region. In general, 80 to 1 800 hours of lessons.

Table 19. Italy (continued)

Measure	Target group	Age	Duration	Responsible authority	Geographical areas	Financial aspect	Evaluation of the measure
Corsi di alfabetizzazione (Literacy courses)	Those who have not finished compulsory education.	16 years and over.	1 or 2 years.	Ministry of Education.	Nationwide.	Free of charge, financed by Ministry of Education.	42.5% of those attending were successful in 1994 (ISTAT – *Annuario statistico italiano*, 1994).
Corsi sperimentali per lavoratori (Experimental courses for workers)	Those with only *Diploma di licenza elementare* (Primary school diploma).	16 years and over.	1 or 2 years.	Ministry of Education.	Nationwide.	Free of charge, financed by Ministry of Education.	72.7% of those attending were successful in 1994 (ISTAT – *Annuario statistico italiano*, 1994).
Vocational training evening courses.	All groups.	16 years and over.	It changes from course to course, depending on region. In general, 80 to 1 800 hours of lessons.	Regional authorities.	Nationwide.	Free of charge, financed by Regional authorities.	In 1992/93, there were 14 498 courses with 299 777 participants. No data available on results.

Table 20. Luxembourg

Measure (date of introduction)	Type of measure	Aims	Certification	Context	Organisation of timetable Educational measures
Local youth scheme (ALJ) (1984)	3	– Social integration. – To enter the labour market.	None.	Centres for continuing vocational training (CFPC). (These are public training centres.)	Social and educational support.
Anti-unemployment measures (end of the 1970s) Centres for continuing vocational training (CFPC) (1990)	1a 3	– To enter the labour market. – To facilitate the transition from school to work.	In part, possibility of obtaining a certificate of technical and vocational initial training (CITP) which is one of the lower levels of vocational training. This can be a first step towards obtaining a CATP. Mainly: no vocational qualification.	Centres for continuing vocational training (CFPC).	– Educational and psychological support. – Modular courses and placements. – Day courses, practical workshops.
Vocational orientation and initiation courses (COIP) (in the 1970s)	3	– Social integration. – To enter the labour market.	None.	Centres for continuing vocational training (CFPC).	– Introductory and vocational induction course. – Social and educational support.

Table 20. Luxembourg (continued)

Measure	Target group	Age	Duration	Responsible authority	Geographical areas	Financial aspect	Evaluation of the measure
Local youth scheme (ALJ)	Pupils who have left school without qualifications.	15-25 years.	3 years.	Ministry of Education and Vocational Training (MENFP).	Nationwide.	– Young persons enrolled in a CFPC receive a training grant from the Employment Fund. – Unemployed young persons continue to receive unemployment benefit as long as they are enrolled. – Those in the ALJ but not in any training scheme do not receive benefit.	Internal evaluation by the Ministry of Education and Vocational Training (annual report, no systematic statistics on success rates).
Anti-unemployment scheme Centres for continuing vocational training (CFPC)	Young job-seekers with no qualifications.	15-30 years approx.	1 year.	Special section of the Employment Fund, Ministry of Education and Vocational Training (MENFP) and European Social Fund (Objectives 2, 3 and 4).	Nationwide.	– Young people enrolled in a CFPC receive a training grant from the Employment Fund. – Unemployed young persons continue to receive unemployment benefit as long as they are enrolled.	– Internal evaluation by the MENFP (annual report, no systematic statistics on success rates). – External evaluation by the European Social Fund (annual report of European Commission's DG V, no statistics on success rates).
Vocational orientation and initiation courses (COIP)	Young persons who have left school with no qualifications.	15-28 years approx.	1 year (possibly a second year).	Ministry of Education and Vocational Training (MENFP).	Nationwide.	As above.	Internal evaluation by the Ministry of Education and Vocational Training (annual reports of the CFPC's, the MENFP and the ESF; no statistics on success rates).

Table 21. The Netherlands

Measure (date of introduction)	Type of measure	Aims	Certification	Context	Organisation of timetable Educational measures
Regionale Meld- en Coördinatiefunctie voortijdig schoolverlaten – RMC (Regional Registration and Coordination Offices for school drop-outs) (1994)	3	– A system of registration, and re-entry into the school system for early school leavers. – Regional information on the numbers of early school leavers and the number of them returned to the education system. – A network of cooperating actors in the region, with agreements on the services which each will deliver.	Not applicable. Re-entry into the school system with guidance from an RMC is aimed at acquiring a minimum starting qualification. This minimum starting qualification (*startkwalificatie*) is equal to at least a vocational training course at exit level elementary apprenticeship training or a certificate of upper secondary education or, for pupils who have limited learning capacities, a qualification at the level of "assistant" (SEDOC level 1) in upper secondary vocational education or passing the practice-school in lower secondary vocational education (without a formally defined qualification).	Not applicable. Re-entry with the guidance of an RMC aims at entry to systems of initial education, e.g. in lower or upper secondary education; this can be either full-time vocational education or apprenticeship training.	– Registration of the number of early school leavers in the region. – Efforts are made by the regional authorities to reintegrate these pupils into the regular education system, so that they will acquire a minimum qualification. – Network of support services to guide such pupils.

Table 21. The Netherlands (continued)

Measure	Target group	Age	Duration	Responsible authority	Geographical areas	Financial aspect	Evaluation of the measure
Regionale Meld- en Coordinatiefunctie voortijdig schoolverlaten – RMC (Regional Registration and Coordination Offices for school drop-outs)	Early school leavers (i.e. those leaving the education system without a minimum starting qualification *(startkwalificatie)*.	Generally between 10 and 23 years.	Not applicable. The RMC's are receiving grants in aid from the Ministry of Education, Culture and Science during the period 1.1.1994 to 1.1.1999.	Ministry of Education, Culture and Science.	Regional.	Diagnosis, advice and re-integration (re-entry into the school system) are free of charge. The ministry grant amounts to some NLG 6 million a year.	Annual evaluation of both the action plans and regional reports; in 1997, an in-depth evaluation was carried out.

97 BEST COPY AVAILABLE 98

Table 22. Austria

Measure (date of introduction)	Type of measure	Aims	Certification	Context	Organisation of timetable Educational measures
Vocational preparation (1980 approximately)	3	– To acquire basic knowledge. – To enter the labour market.	No official qualifications, but certification of attendance at the course.	Outside the school context.	– To revise prior learning. – To develop independence. – To teach basic skills in specific occupational fields.
Employment projects (1985 approximately)	3	To enter the labour market.	No.	Outside the school context: working in social assistance projects.	– Socio-educational monitoring. – Guidance and skills development measures. – Active job-seeking.
Qualifications (1981 approximately)	3	– To enter the labour market. – To obtain official diplomas, e.g. *Berufliches Bildungs- und Rehabilitationszentrum* (BBRZ) – apprenticeship.	Certification of attendance at the course. Official qualifications. Vocational proficiency certificate.	Outside the school context: private training and retraining centres.	– To develop social and vocational skills by defining an individual career plan together with training in the desired occupation. – To improve job performance.
Work placements (1980 approximately)	3	To enter the labour market.	No official qualifications, but certification of attendance at the course.	Outside the school context: – workshops; – companies.	– To increase work capacity. – To improve job performance.
Vocational assistance (1992)	3	To enter the labour market.	No.	Outside the school context: – companies.	– Assistance in job-seeking. – Follow-up and social vocational assistance during the first months in the new workplace.
Skills development in traditionally male occupations (1990 approximately)	3	To enter the labour market.	No official qualifications, but certification of attendance at the course.	Outside the school context.	Sandwich-type training.
Recognition of vocational school training as apprenticeship training, in accordance with Article 28 of the Law on vocational training (1969, as amended)	2	– To enter the labour market. – To obtain official qualifications.	Vocational proficiency examination.	Possibilities which are provided by the "dual system": school context and in companies.	1/5 of the training is in ordinary vocational schools; 4/5 of the training is in companies.
Vocational guidance (1980 approximately)	3	To enter the labour market.	No official qualifications, but certification of attendance at the course.	Outside the school context.	– Theoretical and practical information about occupations. – Development of concrete procedures for implementing professional choices.
Consultation and follow-up by external institutions (1983 approximately)	3	To enter the labour market.	No official qualifications, but certification of attendance at the course.	Outside-the school context.	– Psychological and social follow-up, work placements. Finding solutions to individual placement problems.
Vocational guidance (1986)	3	To enter the labour market.	No official qualifications, but certification of attendance at the course.	Outside the school context.	– Awareness and optimisation of personal skills and interests. – Information about occupations. – Introduction to technical and craft trades through workshop visits.

Table 22. Austria (continued)

Measure	Target group	Age	Duration	Responsible authority	Geographical areas	Financial aspect	Evaluation of the measure
Vocational preparation	Disadvantaged people with specific guidance needs (including long-term unemployed and disabled young people).	15-25 years.	An average of 6 months.	Public employment service.	The *Länder*.	Trainees get a subsistence allowance; attendance is free of charge.	Monitored by the *Länder* (management of the public employment offices).
Employment projects	Disadvantaged people with specific guidance needs (including long-term unemployed and disabled young people).	15-25 years.	An average of 1 year.	Public employment service.	The *Länder*.	Trainees get agreed minimum wage (*Kollektivvertragslohn*).	Monitored by the *Länder* (management of the public employment offices).
Qualifications	Disadvantaged people with specific guidance needs (including long-term unemployed and disabled young people).	15-25 years.	An average of 6 months.	Public employment service.	The *Länder*. BBRZ. Nationwide.	Trainees get a subsistence allowance; attendance is free of charge.	Monitored by the *Länder* (management of the public employment offices).
Work placement	Disadvantaged people with specific guidance needs (including long-term unemployed and disabled young people).	15-25 years.	1 to 4 years.	Public employment service.	The *Länder*.	Trainees get a subsistence allowance; measure is free of charge.	Monitored by the *Länder* (management of the public employment offices).
Vocational assistance	Disadvantaged people with specific guidance needs (including long-term unemployed and disabled young people).	15-25 years.	6 to 12 months.	Public employment service.	The *Länder*.	Attendance is free of charge.	Monitored by the *Länder* (management of the public employment offices).
Skills development in traditionally male occupations	Girls and young women (focuses on the technical and craft trades).	15-25 years.	An average of 6 months.	Public employment service.	The *Länder*.	Trainees get a subsistence allowance; attendance is free of charge.	Monitored by the *Länder* (management of the public employment offices); external evaluation was carried out by the IBE (*Institut für Berufs- und Erwachsenenbildungsforschung*, Linz 1994).
Recognition of vocational school training as apprenticeship training	Young drop-outs from intermediate and higher technical and vocational schools and colleges.	16 years and over.	For apprenticeships of up to 3 years, a maximum of 1½ years; for apprenticeships of more than 3 years, a maximum of 2 years can be credited.	Federal Ministry of Economic Affairs; for the amount of credit, the Advisory Board on Apprenticeship of the *Land* (*Landesberufs-ausbildungsbeirat*) is responsible.	*Länder* and national.	Trainees get an apprenticeship allowance and pay no school or training fees; pupils have to pay for teaching materials and examinations tax.	Monitored by the Federal Advisory Board on Apprenticeship (*Bundes-Berufsausbildungsbeirat*) and the Advisory Board on Vocational Training of the *Land* (*Landes-Berufsausbildungs-beirat*).
Vocational guidance	Disadvantaged people with specific guidance needs (including long-term unemployed and disabled young people).	15-25 years.	An average of 6 months.	Public employment service.	The *Länder*.	Trainees get a subsistence allowance; attendance is free of charge.	Monitored by the *Länder* (management of the public employment offices).
Consultation and follow-up by external institutions	Disadvantaged people with specific guidance needs (for example: long-term unemployed, disabled young people, young women with atypical occupational aspirations, young people with social problems).	15-25 years.	An average of 6 months.	Public employment service.	The *Länder*.	Trainees get a subsistence allowance; attendance is free of charge.	Monitored by the *Länder* (management of the public employment offices).
Vocational guidance	Girls and young women.	15-25 years.	An average of 6 months.	Public employment service.	The *Länder*.	Trainees get a subsistence allowance; attendance is free of charge.	Monitored by the *Länder* (management of the public employment offices).

BEST COPY AVAILABLE

Table 23. Portugal [5]

Measure (date of introduction)	Type of measure	Aims	Certification	Context	Organisation of timetable Educational measures
Recurrent education (end of 1986)	1a	– To acquire basic knowledge. – To obtain official diplomas.	Official diplomas, all of which are equivalent to those awarded in mainstream education. – Certificates of the first, second and third stages of recurrent education (the last one being equivalent to the primary school leaving certificate which permits entry to secondary education). At the end of the third stage, pupils having finished additional units of technical and technological training receive a certificate of vocational qualification, EU level 2 (European Community definition). – Certificate of secondary recurrent education (equivalent to the secondary school leaving certificate) and certificate of vocational qualification, EU level 3, for the technical courses.	In public and private schools. For the first and second stages of recurrent education, courses may be held in appropriate accommodation provided by local authorities or associations.	Part-time usually after working hours. The weekly load varies according to the stage of education, the pupil and the training plan. In the third stage of primary education and in secondary education, courses are organised as transferable course credits with their own aims, content, evaluation techniques and certification.
PRODEP recurrent education courses (1991)	1a	– To acquire basic knowledge. – To obtain official diplomas. – To provide vocational training at local economic and social level.	Official diplomas: – Certificate of first or second stage of primary education (compulsory education only lasted 6 years for pupils enrolled at school before the 1987/88 school year). – Certificate of vocational training at EU level 1.	– Primary or secondary schools. – Local authorities or associations providing the required conditions for education at each stage.	Sandwich courses of variable duration after working hours.
Initial vocational training – Guidance programmes – Apprenticeships (EU level 1) (1996)	3	Entry to the labour market, social integration and obtaining a certificate.	EU level 1 certificate of vocational aptitude. These programmes are intended to provide entry to EU level 2 programmes.	Public, private or cooperative bodies: educational and training establishments and centres; companies, employers' associations, trade federations; trade union and trade associations; local authorities and their associations; socially oriented private associations; cultural associations and local and regional development associations and similar associations.	Maximum of 35 hours a week. These programmes constitute an integrated training process including social and cultural, scientific, technical and practical aspects of training divided up and combined in a variety of ways according to the type of training programme (areas and EU levels of training). Implemented on a sandwich basis.
Initial vocational training – Apprenticeships (EU level 2) (1996)	1: 1b 2: 3	1. Entry to the labour market and social integration, to obtain a certificate and to acquire basic knowledge. 2. Entry to the labour market and social integration, to obtain a certificate.	1. EU level 2 certificate of vocational aptitude (equivalent to 9th year at school). 2. EU level 2 certificate of vocational aptitude.	Public, private or cooperative bodies: educational and training establishments and centres; companies, employers' associations, trade federations; trade union and trade associations; local authorities and their associations; socially oriented private associations; cultural associations and local and regional development associations and similar associations.	Maximum 35 hours a week. These programmes constitute an integrated training process including social and cultural, scientific, technical and practical aspects divided up and combined in a variety of ways according to the type of programme (areas and EU levels of training). Implemented on a sandwich basis. Where these programmes provide for progressive stages of education, they also include a general education part.

5. On 21 March 1997, the government approved the **Programme for the integration of young people into work**. To challenge youth unemployment, an integrated plan has been introduced with the aim of strengthening social integration. The programme will renew, systematise and disseminate the following measures:
- **Information and vocational guidance**: Orientation of all young people in order to prepare a personal profile, based on personalised information and help.
- **Vocational education and training**: To obtain a qualification at basic education level (9 years) at secondary or higher level, or supplementary training of a minimum of one year.
- **Help towards vocational integration**: To improve contacts with working life and the acquisition of vocational experience, based on sandwich-type training. Organisation of training periods for the different target groups.
- **Access to employment**: To promote access of young people to work, based on practical or financial help or on promoting initiative.

This programme is under the responsibility of the Ministry of Qualifications and Employment, the Ministry of Education and the Youth Secretariat.

Table 23. Portugal (continued)

Measure	Target group	Age	Duration	Responsible authority	Geographical areas	Financial aspect	Evaluation of the measure
Recurrent education	Young people and adults who have not finished compulsory education or who are returning to the education system for employment or cultural reasons.	Basic education: from 15 years. Secondary education: from 18 years.	Varies (from 60 days to 3 years per stage), depending on stage and pupil's training plan.	Ministry of Education's central departments for primary and secondary education and the directorates general for education.	Nationwide.	Pupils do not receive the grants available to pupils in mainstream education (meals, travelling expenses and accommodation). However, the local authorities sometimes arrange free transport. Educational materials (course notes, information packs etc.) are free in recurrent basic education. Pupils are exempt from enrolment fees.	By the Ministry of Education's central department of primary education jointly with the regional education directorates. The general inspectorate of education also has powers.
PRODEP recurrent education courses	Young people and adults in one of the following situations: – who have not finished compulsory education; – with an unstable job; – long term unemployed and unqualified employees	From the age of 15.	Courses organised according to school year of variable duration: 330 or 860 hours.	– Ministry of Education department for primary education and regional directorates of education. – PRODEP.	Regional.	Support and grants available to pupils: – travelling expenses; – meals allowance; – insurance; – grants to start participation based on attendance and results.	By the PRODEP management jointly with the department of primary education, the regional education directorates, education centres and the responsible municipalities. Final evaluation of each course takes the form of a report in which appear the reports of all those involved in the process, all relevant documentation and the level of success achieved both by the pupils and in the implementation of the scheme.
Initial vocational training – Guidance programmes – Apprenticeships (EU level 1)	– First job applicants. – Persons who have not completed compulsory education and who are considered, after assessment, as not able to go immediately into an EU level 2 programme.	15-25 years.	Between 600 and 800 hours.	Ministry of Vocational Training and Employment (Institute of Employment and Vocational Training – IEFP) and Ministry of Education.	Nationwide.	Monthly training grant, allowances (meals, transport, crèche/nursery/home fees) and insurance.	Ministry of Vocational Training and Employment (through the IEFP)with the other ministries involved in the training.
Initial vocational training – Apprenticeships (EU level 2)	1. First job applicants who have not completed compulsory education. 2. First job applicants who have completed 9 years of education.	15-25 years.	1. Between 1 800 and 4 500 hours. 2. Between 1 500 and 1 800 hours.	Ministry of Vocational Training and Employment (Institute of Employment and Vocational Training – IEFP) and Ministry of Education.	Nationwide.	Monthly training grant and allowances (meals, travel, crèche/nursery/home fees).	Ministry of Vocational Training and Employment (through the IEFP) with the other ministries involved in the training.

Table 23. Portugal (continued)

Measure (date of introduction)	Type of measure	Aims	Certification	Context	Organisation of timetable Educational measures
Initial vocational training – pre-qualification courses (1993)	3	Entry to the labour market, social integration, and to obtain a certificate.	Certificate of vocational training.	Public, private and cooperative bodies – schools and education and training centres; companies and employers' associations; trade federation; trade union and trade associations; local authorities and their associations; private social welfare associations; local and regional development associations and similar associations.	Maximum weekly load of 35 hours. These programmes constitute a training process including social and cultural (20-30%), scientific and technical (20-40%) and practical (40-50%) aspects.
Out-of-school education programmes (early 1990s)	1a	– To acquire basic knowledge. – Social integration	Certificates showing the school equivalent and the level of vocational qualification. Planned to obtaining the equivalent of units, courses or levels of recurrent education.	School buildings (public, private and cooperative) and other premises.	Times and timetables must be fixed according to the individual's working time and to the conditions for making available working hours. The aims, content and methodologies of the programmes vary considerably according to individual needs (which are defined in a prior study) and the local context.
Programmes of vocational education and training (1995 on a trial basis)	2	– To enter the labour market. – To obtain official qualifications.	– Certificates of initial vocational training at levels I and II + certificate of equivalence of 9th year of school. – Level II vocational qualification certificate (for pupils who already have the 9th year school certificate or equivalent). Certificate of attendance in case of failure (transferable credits).	Based on the company, which has to promote links between the vocational training or education environment (school, vocational training centre or employment centre) and the working environment (work station in the company or any public or private company involved in the production of goods or services).	Up to 7 or, exceptionally, 9 hours of training a day (2 or 3 hours in the evening in addition to working hours). The vocational training programmes are arranged in modules of varying lengths and at increasingly high levels which can be combined and enable the learner to follow several courses or complementary pathways. For the education element, the programmes in each subject are comprised of a number of course credits, independent or not. Training is arranged in three educational modes: – collective sessions; – sessions of individual help; – individual independent work with the help of textbooks and under the guidance of trainers.
School-workshop programmes (1996)	3	To enter the labour market.	None at present, but a certification is under study by IEFP.	Vocational training centres (with direct or shared management) and IEFP employment centres; local authorities; state schools; premises of private social welfare associations.	35 hours a week over 48 weeks, i.e. a total of 1 680 hours.
UNIVA – units for entry to work (1992)	3	To enter the labour market and integrate into society.	None.	Schools, preferably secondary, providing technical programmes and in vocational and technical schools; centres for vocational training; youth centres; private social welfare associations; with local authorities; with trade unions and vocational associations.	Beneficiaries are taken on full-time or part-time.
Training-employment programmes	3	To enter the labour market.	Certificate of vocational qualification, the level of which depends on students' prior attainments.	Vocational training centres (with direct or shared management), IEFP employment centres and companies.	6 hours' theory a day; workplace training is provided according to the timetable of the company concerned.

Table 23. Portugal (continued)

Measure	Target group	Age	Duration	Responsible authority	Geographical areas	Financial aspect	Evaluation of the measure
Initial vocational training – pre-qualification courses	First job applicants who have not completed compulsory education.	15 and over.	Between 600 and 800 hours.	Ministry of Vocational Training and Employment (Institute of Employment and Vocational Training – IEFP).	Nationwide.	Monthly training grant and allowances (meals, travelling expenses, crèche/ nursery school/home fees) and accident insurance.	Ministry of Vocational Training and Employment (through the IEFP).
Out-of-school education programmes	Persons with little schooling who are no longer of an age for ordinary education.	From the age of 15.	To be established according the aims of each programme	Ministry of Education (department of "basic" education) and regional education directorates. Promotional bodies (local authorities, cultural and leisure associations etc.).	All programmes must be included in local adult training projects.	Pupils do not receive the allowances paid to pupils in ordinary education (meals, travelling expenses and accommodation). However, local authorities sometimes arrange free transport. Educational materials (course notes, information packs etc.) are free.	Comes under the department of "basic" education.
Programmes of vocational education and training	– 15-year-olds who have not passed the 9th school year, if they hold the 6th year certificate or equivalent. – Holders of the 9th year certificate if they have no vocational qualification.	From the age of 15.	Generally for 1 year representing a minimum of 44 weeks or 1 220 hours of training.	Ministry of Education (department of "basic" education) and regional education directorates. Ministry of Vocational Training and Employment, Institute of Employment and Vocational Training – IEFP.	Nationwide.		The coordinating commission, comprising one member of each of the Ministries involved, is responsible for ensuring, with the use of the Ministries' internal resources or recognised outside bodies, the control, supervision and evaluation of the education and vocational training programmes.
School-workshop programmes	Young persons unemployed or looking for their first job and the long-term unemployed.	From the age of 15.	Over one year: 48 weeks for a total of 1 680 hours.	Ministry of Vocational Training and Employment, IEFP and supervisory bodies.	Regional.	Monthly training grants: meal, transport and personal accident insurance allowances.	Regional and local offices of the IEFP are responsible for evaluating the implementation of projects.
UNIVA – units for entry to work	Young people with problems of entry or re-entry to work.			Ministry of Vocational Training and Employment, IEFP and employment centres. Promotional bodies.	Regional and local.		Annual evaluation by IEFP.
Training-employment programmes	– Young school leavers regardless of their level of education. – Unemployed persons with a low level of education. – Managers – 11th year of school; higher education qualifications, both short (*bacharéis*) and long (*licenciados*).	Over - 16 years.	Training is given over 12 months: 540 hours of theoretical training and the rest in real working situation.	Ministry of Vocational Training and Employment, IEFP.	Nationwide.	Pupils receive training grants.	Ministry of Vocational Training and Employment (through the IEFP).

Table 24. Finland

Measure (date of introduction)	Type of measure	Aims	Certification	Context	Organisation of timetable Educational measures
Youth Workshops (mid-1980s, expanded in the 1990s)	3	– To achieve social integration. – To enter the labour market.	No official certification but certificate of attendance.	Varies: usually workshops, vocational schools, training centres.	Usually full time; workshops aim at linking the school system and working life (cooperation).
Practical training (expanded in the 1990s)	3	To enter the labour market.	No official certification but certificate of attendance.	In-company training.	Full-time.
Subsidised employment for young people (expanded in the 1990s)	3	To enter the labour market.	No official certification but certificate of attendance.	In-company training.	Full-time.
Basic apprenticeship training (expanded in the 1990s)	2	– To enter the labour market. – To acquire basic knowledge. – To obtain official qualifications.	Standard upper secondary level certificate corresponding to that of vocational school diploma.	In-company training combined with courses in a vocational training institution.	Full-time contract with the employer; 70-80% at workplace, 20-30% at school.
Further apprenticeship training (expanded in the 1990s)	2	– To enter the labour market. – To acquire basic knowledge. – To obtain official qualifications.	Certificate and possibility of taking an official skills test.	In-company training combined with courses in a vocational training institution.	Full-time contract with the employer; greater part of training at workplace.
Additional scheme of vocational training for the young unemployed (1996)	1b	– To enter the labour market. – To acquire basic knowledge. – To obtain official qualifications.	Standard upper secondary level certificate.	Vocational schools.	Full-time. Additional study places are given to the normal vocational schools in order to allow them take in more young people to avoid unemployment.
Reform of "labour market support" (legislative reforms of 1996 and 1997)	1b	– To encourage young people to educate themselves and thus improve their chances of finding a job. – To acquire basic knowledge. – To obtain an official qualification.	Standard upper secondary or higher level qualification.	Vocational schools, AMK-institutions.	Full-time. Young long-term unemployed people of 18-24 years who have completed only compulsory (*perouskoulu*) or upper secondary (*lukio*) education are not entitled to financial assistance if they refuse to search for/accept a place in education or training.

Table 24. Finland (continued)

Measure	Target group	Age	Duration	Responsible authority	Geographical areas	Financial aspect	Evaluation of the measure
Youth Workshops	Young drop-outs or those in danger of exclusion.	Mainly 18-25 years.	6 months.	90% of the measures are under the responsibility of the municipalities; the remaining 10% come under other organisations.	350 workshops throughout the country and the number is steadily increasing.	– The authorities cover attendance costs. – Access is free.	
Practical training	Young unemployed people with no vocational skills.	17 and over.	3-6 months (max. 10 months).	Employment service.	Nationwide.	Remuneration from employment service.	
Subsidised employment for young people	– Young unemployed people – Long-term unemployed.	17 and over.	3-9 months (max. 12 months).	Employment service.	Nationwide.	Remuneration from employment service.	
Basic apprenticeship training	Young unemployed, school drop-outs, low achievers.	Primarily 16-20 years.	2-3 years.	Municipal apprenticeship authorities.	Nationwide.	Salary paid by the employer. During the theoretical part of the training social assistance for students is also available. Employers receive a government grant.	
Further apprenticeship training	Young unemployed people who have completed vocational education.	Primarily 20-25 years (and older).	6 months.	Municipal apprenticeship authorities.	Nationwide.	Salary paid by the employer. During the theoretical part of the training social assistance for students is also available. Employers receive a government grant.	
Additional scheme of vocational training for the young unemployed	Young people who have completed only compulsory education (*Peruskoulu*).	16 and over.	2-3 years.	Education authorities.	Nationwide.	Normal study grants and loans.	
Reform of "labour market support"	Young long-term unemployed without vocational diploma.	Under 25.	Usually 2-4 years.	Ministry of Labour and education authorities.	Nationwide.	Normal study grants and loans.	

Table 24. Finland (continued)

Measure (date of introduction)	Type of measure	Aims	Certification	Context	Organisation of timetable Educational measures
Sandwich-type vocational training (1980)	1b	– To achieve social integration. – To improve educational motivation and self esteem. – To acquire basic knowledge. – To obtain an official qualification.	Standard upper secondary level qualification or partial qualification for those who do not manage to complete the whole qualification.	Vocational schools.	Full-time. The training is practical and work-based.
Courses preparing for vocational training – AKVA (1980)	1b	– To achieve social integration. – To guide towards further studies or training.	No official qualification but certificate of attendance.	Vocational schools.	Full-time. Student guidance and personal career planning form an important part of this education.
General upper secondary school for adults (expanded in the 1960s and 1970s)	1a	– To obtain recognised qualifications. – To achieve competence for further studies.	– General upper secondary certificate. – National matriculation examination. – School leaving certificate at the end of compulsory education.	General upper secondary schools for adult students. Lower secondary and upper secondary school teaching is organised also in some Folk High Schools and adult education centres.	Teaching may be organised as evening courses or full-time day-time study. Schools may also organise tailored courses closely linked to some business branch.

Table 24. Finland (continued)

Measure	Target group	Age	Duration	Responsible authority	Geographical areas	Financial aspect	Evaluation of the measure
Sandwich-type vocational training	– Young people in danger of being marginalised: – school drop-outs; – socially or physically disabled persons.	16 years and over.	Usually 2-3 years.	Education authorities.	Nationwide.	Normal study grants and loans.	
Courses preparing for vocational training (AKVA)	Young people with special educational needs, disabled persons.	16 years and over.	1 year.	Education authorities.	Nationwide.	Participants can apply for a rehabilitation allowance.	
General upper secondary school for adults	Those who wish to complete their lower or upper secondary school studies or improve their marks.	18 years and over.	Varies. General upper secondary education can be carried out in 2-4 years.	Education authorities.	Nationwide.	Full-time study is supported with normal study grants and loans.	This traditional form of adult education can also be regarded as an important second chance measure for young people who at the end of compulsory education were not motivated to continue their studies.

Table 25. Sweden

Measure (date of introduction)	Type of measure	Aims	Certification	Context	Organisation of timetable Educational measures
1. Upper Secondary Education					
Individual programmes (1992/93)	1a 1b	– To acquire basic knowledge. – To obtain official qualifications. – To have the chance to join national programmes.	Certification of general upper secondary education (*gymnasiebetyg*) or training certificate (depending on the number of subjects pupils have been studying).	Within the education system, offering alternative possibilities for young people.	– These programmes always cover eight core subjects in upper secondary education, but they may also include other courses from various national programmes. – The programmes may contain both academic and vocational elements. – The programmes may be set by the municipal councils or by the students themselves.
2. Adult Education System					
Municipal adult education (basic education and upper secondary education) (1968)	1a 1b	– To acquire basic knowledge. – To obtain official qualifications.	Certificate of compulsory education and/or of upper secondary education.	In the school system.	– Separate courses. – Full-time or part-time education. – The education must be organised so as to allow students to combine study with their jobs. – No admission conditions. – Possibility for students to combine "basic" with upper secondary education. – Students are at liberty to choose their own study programme.
Folk High Schools (1868)	1a 1b	– To acquire basic knowledge. – To obtain official qualifications.	Certain programmes lead to a university entrance certificate.	In the adult education system.	– Residential (often). – Short- or long-term courses.
Adult Educational Associations (1902)	1a 1b	To acquire basic knowledge.	No.	In the adult education system.	– Complete cycles of courses. – Courses are organised in a similar way to those in the school and higher education systems.
3. Employment Training					
Introduction to the workplace (1995)	3	To enter the labour market.	No.	In the labour market system.	After six months of practice at a work place, the employer is obliged to provide at least six more months of employment.
Training workshops in the use of computers (1995)	3	To enter the labour market.	No.	In the labour market system.	Training and education in the use of computers, special work projects and guidance.

Table 25. Sweden (continued)

Measure	Target group	Age	Duration	Responsible authority	Geographical areas	Financial aspect	Evaluation of the measure
1. Upper Secondary Education							
Individual Programmes	Drop-outs from national upper secondary education.	16-20 years.	Variable, maximum 3 years.	Municipal authorities.	Local.	Free of charge for the individual.	In October 1994, about 17 200, i.e. 5.5% of all upper secondary pupils; 60% of them were transferred to the national programmes.
2. Adult Education System							
Municipal adult education (basic education and upper secondary education)	Young people with no proper qualifications in specific fields or who have not obtained the certificate of compulsory education or of upper secondary education.	Over 20 (average age in 1994 was 34).	Very variable, because it depends on earlier achievements and whether the course is full-time or part-time; between a few weeks and several years. A course may not comprise less than 30 hours.	Municipal authorities.	Local.	– Free of charge. – Municipal grants also exist.	Annual follow-up is done by the National Agency for Education.
Folk High Schools	Those who want to acquire basic knowledge or stimulate new interests.	From 18 years of age.	Very variable: between a few weeks and several years.	Municipal and county council authorities.	Local.	Free of charge.	Annual follow-up is done by the Adult Education Council.
Adult Educational Associations	Those who want to acquire basic knowledge or stimulate new interests.	Over 20 years.	Very variable: between a few weeks and several years.	State subsidised.	Local.	Free of charge.	By the Adult Education Council.
3. Employment training							
Introduction to the workplace	– Young unemployed people. – People registered as job-seekers.	Over 20 years.	6 + (at least) another 6 months.	Public employment service.	Local.	Free of charge.	By the Ministry of Labour and the Labour Market Board. Since the measures are very recent, no evaluation has been done yet.
Training workshops in the use of computers	– Young unemployed people. – People registered as job-seekers.	20-24 years.	3 months.	Public employment service.	Local.	Free of charge.	By the Ministry of Labour and the Labour Market Board. Since the measures are very recent, no evaluation has been done yet.

BEST COPY AVAILABLE

Table 26. United Kingdom (England, Wales and Northern Ireland) [6]

Measure (date of introduction)	Type of measure	Aims	Certification	Context	Organisation of timetable Educational measures
Youth Training (Jobskills in Northern Ireland) (Introduced in the 1970s)	2	To help young people gain National Vocational Qualifications (NVQ).	NVQ (also literacy, numeracy and other Entry Level qualifications where needed).	Work-based training and off-the-job training.	Most of NVQ training is at the work-place. However, some programmes require blocks of 3 to 6 weeks' full-time off-the-job training. This may take place in a further education institution or on the premises of a recognised training provider.
National Traineeships (to be launched in 1997 to progressively replace Youth Training in employment sectors where there is a demand, principally at NVQ level 2)	2	To help young people gain National Vocational Qualifications (NVQ) level 2 and acquire key skills.	NVQ (aiming for level 2 in most cases).	Work-based training and off-the-job training. **Must** have an employer link.	As above.
Basic skills training (introduced mid-1970s)	1a	To increase basic skills and improve confidence, motivation, ability to learn and employment opportunities.	Various awarding bodies offer certification. For example, Associated Examining Board (AEB) Achievement Tests.	Usually in institutions of further education and in adult education centres.	Decided by individual institution. Typically, 2 hours per week.
Access courses (introduced in the late 1970s)	1a	To provide a second chance to the educationally disadvantaged, including the long-term unemployed.	Successful completion grants access to higher education.	Usually in institutions of further education.	Full- or part-time.

6. The Government announced in September 1997 that the school leaving age is to be raised with immediate effect. From 1998, no young person in the final year of compulsory education will be able to leave school until the end of the school year. There is a national network of further and adult education provision which offers nationally recognised qualifications to young people who have left school without qualifications, as well as to other groups.

Table 26. United Kingdom (England, Wales and Northern Ireland) (continued)

Measure	Target group	Age	Duration	Responsible authority	Geographical areas	Financial aspect	Evaluation of the measure
Youth Training	Young people not in full-time education or employment.	Guaranteed for 16- to 17 year-olds, but may be available up to age 25.	Not time-bound.	Training and Enterprise Councils and, in Northern Ireland, the Training and Employment Agency.	England, Wales and Northern Ireland.	Minimum allowance is paid to the non-employed trainees; the employer may make an additional contribution	Regular data on attainment and post-training outcomes are routinely collected and published. Periodic analyses of cost-effectiveness are carried out through surveys of employers, providers and trainees.
National Traineeships	Young people not in full-time education who are suitable for employer-based training at NVQ level 2.	Normally 16-18, but may be available up to age 25.	Not time-bound.	Training and Enterprise Councils and, in Northern Ireland, the Training and Employment Agency.	England.	Many will be employed. Otherwise as above.	Launched in September 1997.
Basic skills training	People lacking basic skills, whether employed or not.	Open to all.	Variable, 32 weeks on average.	Further Education Funding Councils for England and for Wales and Training and Enterprise Councils (Education and Library Boards and the Training and Employment Agency in Northern Ireland) are responsible for funding and for ensuring that provision is sufficient. Awarding bodies, for example AEB, have responsibility for certification.	Nationwide.	Generally free of charge.	A national survey of provision was carried out in 1992. Research into students leaving basic skills provision was carried out in 1993.
Access courses	Educationally disadvantaged adults, including the long-term unemployed.	18 years and over.	Varies from two terms to two years.	Further education or higher education institution.	Nationwide.	Government grants available.	In 1992, Universities Funding Councils commissioned research on access course students.

Table 26. United Kingdom (England, Wales and Northern Ireland) [7] (continued)

Measure (date of introduction)	Type of measure	Aims	Certification	Context	Organisation of timetable Educational measures
New Deal for young people (to be launched in pathfinder areas in January 1998, nationwide from April 1998). Incorporates 4 options:		To help young people who have been unemployed for more than 6 months return to the labour market.	Various, depending on needs and skill level. All courses approved for New Deal are designed to lead to an approved qualification.	Various.	
a) job with an employer	2				Incorporates at least 1 day education or training per week.
b) job with an Environment Taskforce	2				Incorporates at least 1 day education or training per week.
c) job with the voluntary sector	2				Incorporates at least 1 day education or training per week.
d) full-time education and training	1a				Full-time education or training.

7 The Government announced in September 1997 that the school leaving age is to be raised with immediate effect. From 1998 no young person in the final year of compulsory education will be able to leave school until the end of the school year. There is a national network of further and adult education provision which offers nationally recognised qualifications to young people who have left school without qualifications, as well as to other groups.

Table 26. United Kingdom (England, Wales and Northern Ireland) (continued)

Measure	Target group	Age	Duration	Responsible authority	Geographical areas	Financial aspect	Evaluation of the measure
New Deal for young people	Young people claiming job-seekers' allowance for 6 months or more.	18-24 years.		Employment Service.	Nationwide.	Tuition is free of charge.	Not applicable.
a) job with an employer			6 months.			Wage (employer receives a subsidy of £60 per week).	
b) job with an Environment Taskforce			6 months.			Either an allowance equivalent to state benefits + £400 over 6 months, or a wage.	
c) job with the voluntary sector			6 months.			Either an allowance equivalent to state benefits + £400 over 6 months, or a wage.	
d) full-time education and training	Primarily aimed at young people claiming job-seekers' allowance for 6 months or more who are also in need of basic skills.		1 year.			Benefits + access to grants for travel/books.	

Table 27. United Kingdom (Scotland)

Measure (date of introduction)	Type of measure	Aims	Certification	Context	Organisation of timetable Educational measures
Skillstart 1 (1992, revised in 1995)	1a	– To acquire basic knowledge. – To obtain official qualifications.	– SCOTVEC (Scottish Vocational Education Council, replaced since April 1997 by the Scottish Qualifications Authority) National Certificate Modules. – Each successfully completed module is recorded in the education and training book. – Credits gained can be used towards entry into further study.	Outside the school context; in training centres, colleges.	– Modular. – Individualised flexible training.
Skillstart 2 (1992, revised in 1995)	1a 1b	To obtain official qualifications.	– SCOTVEC National Certificate Modules. – Each successfully completed module is recorded in the education and training book. – Credits gained can be used towards entry into further study.	Outside the school context; in training centres, colleges.	– Modular. – Individualised flexible training.
Skillseekers (1994)	2	– To obtain official qualifications. – To enter the labour market.	Scottish Vocational Qualification – SVQ (level 2 or above).	Outside the school context: – training organisations; – companies; – employers.	– Individualised training. – Negotiation with training organisations or companies regarding hourly training credits offered by the government.
Modern Apprenticeship (1995) (Part of Skillseekers)	2	– To obtain official qualifications. – To enter the labour market.	Scottish Vocational Qualification – SVQ (level 3 or above).	Outside the school context: – training organisations; – companies; – employers.	– Individualised training. – Negotiation with training organisations or companies regarding hourly training credits offered by the government.
New Deal for young people – (see Table 26) This is a UK-wide programme which will operate with some modifications in Scotland.					

Table 27. United Kingdom (Scotland) (continued)

Measure	Target group	Age	Duration	Responsible authority	Geographical areas	Financial aspect	Evaluation of the measure
Skillstart 1	People with mild to moderate learning difficulties.	Mainly 16-20, but no limit.	240 hours (approx.); 6 modules are studied at 40 hours per module.	Scottish Vocational Education Council (SCOTVEC), now SQA.	Organised locally with nationally recognised qualifications.	Students with special needs may be paid an allowance.	Prior to Skillstart's revision in 1995, the Scottish Vocational Education Council (SCOTVEC) sent questionnaires to all centres involved. As a result, specifications were updated in consultation with these centres.
Skillstart 2	Young people with no qualifications and job-seekers.	16-20 years.	360 hours (approx.); 9 modules are studied at 40 hours per module.	Scottish Vocational Education Council (SCOTVEC), now SQA.	Organised locally with nationally recognised qualifications.	SCOTVEC pay the training provider.	As above.
Skillseekers	Young people who have left full-time education and job-seekers.	16-18 years.	Around 2-3 years.	Central government through Scottish Enterprise and Local Enterprise Companies (LECs).	Organised locally with nationally recognised qualifications.	The trainees are paid either a wage or an allowance.	Local evaluations are on-going at present, but these programmes have still to be evaluated on a national basis.
Modern Apprenticeship (Part of Skillseekers)	Young people who have left full-time education and job-seekers	16-18 years.	Around 2-3 years.	Central government through Scottish Enterprise and Local Enterprise Companies (LECs).	Organised locally with nationally recognised qualifications.	Majority of Modern Apprentices are paid a wage.	Local evaluations are on-going at present, but these programmes have still to be evaluated on a national basis.
New Deal for young people				In Scotland, Local Enterprise Companies (LECs) will be responsible for service delivery.			

Table 28. Iceland

Measure (date of introduction)	Type of measure	Aims	Certification	Context	Organisation of timetable Educational measures
Zero credit courses (in the 1970s)	1a	To acquire basic knowledge and to prepare for upper secondary education.	A school leaving certificate that enables the pupils to enter an upper secondary level programme.	Upper secondary schools.	– Modular. – Remedial teaching in one or more core subjects which the pupil has failed during compulsory schooling.
Comprehensive pre-study programme (in the 1980s)	1a	To acquire basic knowledge and to prepare for upper secondary education.	A school leaving certificate that enables the pupils to enter an upper secondary level programme.	Upper secondary schools.	– Remedial teaching in core subjects. – Practical courses. – Socio-educational counselling. – In some cases, a part-time job.
Job training by the City of Reykjavik (1992)	3	Integration of young unemployed people into working life or school.	Certificate of participation.	Outside school context, coming under the social and educational activities for young people organised by the City of Reykjavik.	One month of general education and support measures, five months of job training with a possibility of practical courses concurrently.
Introduction to the skilled trades (1994)	3	To introduce the skilled trades to young unemployed people.	Certificate of participation.	In the school context of summer courses.	40 weekly classes of 40 minutes. Practical courses. Support measures. Social activities.

Table 28. Iceland (continued)

Measure	Target group	Age	Duration	Responsible authority	Geographical areas	Financial aspect	Evaluation of the measure
Zero credit courses	Young people with poor results during compulsory education (i.e. having obtained marks lower than 5 out of 10 in one or two of the following core subjects: Icelandic, Danish, English and mathematics).	16-18 years and over.	1 semester.	Ministry of Education, Science and Culture.	Nationwide.	Students pay for their textbooks and a small enrolment fee.	In accordance with the 1996 law, each school evaluates its own activities.
Comprehensive pre-study programme	Young people with poor results during compulsory education (i.e. having obtained marks lower than 5 out of 10 in three or four of the following core subjects: Icelandic, Danish, English and mathematics).	16-18 years and over.	1 year.	Ministry of Education, Science and Culture.	Nationwide.	Students pay for their textbooks and a small enrolment fee.	In accordance with the 1996 law, each school evaluates its own activities.
Job training by the City of Reykjavik	Unemployed young people receiving unemployment benefit.	18-25 years.	6 months.	Municipal authorities.	Local.	Free of charge for the students who keep their unemployment benefit.	Questionnaires to the participants. No results available. A survey is currently being carried out among former participants.
Introduction to the skilled trades	Unemployed young people.	16-25 years.	9 weeks.	Municipal authorities and schools in Reykjavik.	Local.	Free of charge for the students who receive some pay from the municipality.	Questionnaires to the participants. No results available.

Table 29. Liechtenstein

Measure (date of introduction)	Type of measure	Aims	Certification	Context	Organisation of timetable / Educational measures
Vorlehre (pre-apprenticeship) (1985 approximately)	2	To learn enough German to begin an apprenticeship.	No.	Vocational schools and companies.	3 half-days at vocational training school, and the rest of the week in companies.
Anlehre (Shortened apprenticeship for *Oberschule* leavers) (1976)	2	Training of young people with poor school results.	Leaving certificate.	Vocational schools and companies.	1 day at vocational training school, and the rest of the week in companies.

Measure	Target group	Age	Duration	Responsible authority	Geographical areas	Financial aspect	Evaluation of the measure
Vorlehre (pre-apprenticeship)	Young people who do not speak German.	15/16 years or over.	1 year.	Office for vocational training.	Nationwide.	– Apprentice's allowance covered by company. – 85% of school costs met by government.	No (very small number of participants).
Anlehre (Shortened apprenticeship for *Oberschule* leavers)	*Oberschule* leavers with poor school results.	16-21years.	In general 2 years.	Office for vocational training.	Nationwide.	– Apprentice's allowance covered by company. – School costs met by government.	No (very small number of participants).

Table 30. Norway

Measure (date of introduction)	Type of measure	Aims	Certification	Context	Organisation of timetable Educational measures
The follow-up service provides guidance and assistance in course placement (1994)	1a 1b 2	To provide the young people in question with opportunities leading to formal recognition of competence.	Approved vocational qualifications; or – entrance to higher education; or – documented partial qualifications.	Work-based or school-based training or a combination of the two.	Flexibility is central. Both full-time and part-time courses are arranged.
Study Associations (1976)	1b 2 3	To reduce the educational gap between generations and population groups in order to qualify people for work in a constant state of change and to improve the quality of life of individuals.	About 50 000 participants (out of the 750 000 who participate every year) are certificated in the official school system.	Study circles, with or without a teacher, and classes.	Day and evening circles/classes.

Measure	Target group	Age	Duration	Responsible authority	Geographical areas	Financial aspect	Evaluation of the measure
The follow-up service provides guidance and assistance in course placement	Young people who are neither in full-time education/ apprenticeship nor in employment.	16-19 years.	3 years (in special cases).	The county, in cooperation with local and national authorities.	The county (regional).	Education is free of charge; assistance is available in the form of grants and loans.	Research institutes conduct a five-year evaluation of the follow-up service. Results show that the counties have a reliable picture of the target group. The main weakness is a lack of good, adapted, flexible courses.
Study Associations	All courses are mostly open to everyone. Sometimes there are recommendations concerning prior knowledge.	Minimum 14 years.	Courses from 12 study hours up to one year. Average study duration is 28 hours.	Courses at primary, lower and upper secondary level are in cooperation with municipal, county and national authorities.	All over Norway; groups are arranged locally.	Participants generally have to pay fees. In courses for certain target groups, the total fee is subsidised.	The Study Associations make annual reports to the Ministry of Education and to "Statistics Norway".

EURYDICE

The Information Network on Education in Europe

OBJECTIVES

The role of EURYDICE, the Information Network on Education in Europe, is to promote the exchange and the production of reliable information on education systems and on national policies in the field of education in Europe. It contributes to increasing mutual understanding and cooperation between the 15 Member States of the European Union.[1]

ORIGIN AND HISTORY

In 1976, when the Council and the Education Ministers adopted the Resolution on a first programme for cooperation in the field of education, they gave recognition to the importance, in this context, of exchanges of information and experience. It was on this basis that the EURYDICE network was set up and became operational in 1980. Ten years later, in 1990, the Council and the Ministers adopted a Resolution dealing specifically with EURYDICE and calling for a reinforcement of its services. The Maastricht Treaty (Treaty on European Union) marked an important step forward, providing in the new Chapter 3, Article 126, for developing exchanges of information and experience on issues common to the education systems of the Member States. It has thus opened up for EURYDICE new prospects of which the Community education programme, SOCRATES, adopted on 14 March 1995, takes full account (Annex, Chapter III, Action 3, point 2). It is under this Programme that the development of EURYDICE is now assured.

ORGANISATION AND ACTIVITIES

The network comprises **National Units**, located in the Ministries of Education or in bodies closely related to them. The **European Unit** of the network, established by the European Commission, coordinates the network's activities and comparative studies. Eurydice produces a great variety of basic documents and comparative analyses on topics of interest to cooperation in education at Community level as well as a unique database on education systems. The network is increasingly called upon to fulfil the role of an "Observatory", in relation to the development of the education systems and policies in the European Union [1]. Through the dissemination of its publications, and in particular through its web site on the Internet, EURYDICE also reaches a wide public in the education world.

SERVICES AND PRODUCTS

- Database on the education systems (EURYBASE).
- Various comparative documents and studies on education.

EURYDICE European Unit
Rue d'Arlon 15
B-1050 BRUSSELS
Tel. 32 2 238.30.11
Fax 32 2 230.65.62
E-mail: eurydice.uee@euronet.be
URL: http://www.eurydice.org

November 1997

1 Under the Agreement on the European Economic Area, Iceland, Norway and Liechtenstein are participating in the activities of the EURYDICE network in the same way as the Member States of the European Union. Moreover, since 1996, the network activities have been open to the central and eastern European countries and to Cyprus.

EUROPEAN COMMISSION (DG XXII: EDUCATION, TRAINING AND YOUTH

EURYDICE NETWORK

Editing of the document
Eurydice European Unit
Rue d'Arlon 15
B-1050 Brussels
Tel.: 32-2-238.30.11
Fax: 32-2-230.65.62
E-mail: eurydice.uee@euronet.be
URL: http://www.eurydice.org
Coordination and completion of the study: Arlette Delhaxhe and Raymond Meyers

Data provided by the Eurydice National Units

EURYDICE NETWORK UNITS

European Union

BELGIQUE / BELGIE
Unité francophone d'Eurydice
Ministère de la Communauté française
Secrétariat général
Direction des Relations internationales
Boulevard Leopold II, 44 - Bureau 6A/002
B-1080 Bruxelles
Tel: 32-2-413.29.53
Telefax: 32-2-413.29.82
National contribution: joint responsibility

Vlaamse Eurydice-Eenheid
Ministerie van de Vlaamse Gemeenschap
Departement Onderwijs
Afdeling Beleidsgerichte Coördinatie
RAC Arcadengebouw - 3de verdieping
B-1010 Brussel
Tel: 32-2-210.51.66
Telefax: 32-2-210.53.72
National contribution: joint responsibility

Ministerium der deutschsprachigen Gemeinschaft
Agentur Eurydice / Agentur für Europäische Programme
Gospertstrasse 1-5
B-4700 Eupen
Tel: 32-87-55.38.78
Fax: 32-87-55.77.16
National contribution: joint responsibility

DANMARK
Eurydice's Informationskontor i Danmark
Undervisningsministeriet
Frederiksholms Kanal 21 D
DK-1220 København K
Tel: 45-33-92.52.01
Telefax: 45-33-92.55.27
National contribution: joint responsibility

BUNDESREPUBLIK DEUTSCHLAND
Eurydice - Informationsstelle beim
Bundesministerium für Bildung, Wissenschaft,
Forschung und Technologie
Heinemannstrasse 2
D-53175 Bonn
Tel: 49-228-57.28.34
Telefax: 49-228-57.20.96
National contribution: joint responsibility

Eurydice - Informationsstelle der Länder
im Sekretariat der Kultusministerkonferenz
Lennéstrasse 6
D-53113 Bonn
Tel: 49-228-50.12.70
Telefax: 49-228-50.12.29
National contribution: joint responsibility

ELLADA
Ministry of National Education
and Religious Affairs
Direction CEE - Section C
Eurydice Unit
Mitropoleos 15
GR-10185 Athens
Tel: 30-1-323.74.80
Telefax: 30-1-323.74.80
National contribution: Antigoni Faragoulitaki

ESPAÑA
Ministerio de Educación y Cultura
CIDE-Centro de Investigación
y Documentación Educativa
Unidad de Eurydice
c/General Oráa 55
E-28006 Madrid
Tel: 34-1-754.94.00
Telefax: 34-1-411.71.72
National contribution: Montserrat Grañeras,
Ricardo Lamelas, Amalia Segalerva, Elisa Gavari

FRANCE
Unité d'Eurydice
Ministère de l'Éducation nationale, de la Recherche et de la
Technologie
Délégation aux Relations internationales et à la Coopération
Sous-Direction des Relations multilatérales
Bureau des Affaires européennes
Rue de Grenelle 110
F-75357 Paris
Tel: 33-1-55.55.67.66
Telefax: 33-1-45.44.57.87
National contribution: joint responsibility

IRELAND
Eurydice Unit
International Section
Department of Education and Science
Floor 1 - Block 4
Irish Life Centre
Talbot Street
Dublin 1
Ireland
Tel: 353-1-873.47.00
Telefax: 353-1-872.92.93
National contribution: joint responsibility

ITALIA
Ministero della Pubblica Istruzione
Biblioteca di Documentazione Pedagogica
Unità di Eurydice
Via Buonarroti 10
I-50122 Firenze
Tel: 39-55-238.03.05
Telefax: 39-55-238.03.30
National contribution: joint responsibility

LUXEMBOURG
Unité d'Eurydice
Centre de Psychologie et d'Orientation Scolaires
Route de Longwy 280
L-1940 Luxembourg
Tel: 352-45.64.64.604
Telefax: 352-45.45.44
National contribution: Raymond Harsch

NEDERLAND
Eurydice Eenheid Nederland
Bibliotheek en Documentatie
Ministerie van Onderwijs, Cultuur en Wetenschappen
Postbus 25000 - Europaweg 4
2700 LZ Zoetermeer
Nederland
Tel: 31-79-323.35.02
Telefax: 31-79-323.48.23
National contribution: joint responsibility

ÖSTERREICH
Bundesministerium für Unterricht und
kulturelle Angelegenheiten
Abt. I/6b
Eurydice-Informationsstelle
Minoritenplatz 5
A-1014 Wien
Tel: 43-1-53.12.04.707
Telefax: 43-1-53.12.09.94.707
National contribution: joint responsibility

PORTUGAL
Unidade de Eurydice
Ministério da Educação
Departamento de Avaliação,
Prospectiva e Planeamento (DAPP)
Av. 24 de Julho 134
P-1350 Lisboa
Tel: 351-1-395.75.97
Telefax: 351-1-395.76.10
National contribution: joint responsibility

SUOMI / FINLAND
Eurydice Finland
National Board of Education
P.O. Box 380
SF-00531 Helsinki
Tel: 358-9-77.47.71.38
Telefax: 358-9-77.47.78.69
National contribution: joint responsibility

SVERIGE
Eurydice Unit
Ministry of Education and Science
Drottninggatan 16
S-10333 Stockholm
Tel: 46-8-405.17.52
Telefax: 46-8-20.32.55
National contribution: joint responsibility

UNITED KINGDOM
Eurydice Unit London
National Foundation for Educational Research
The Mere, Upton Park
Slough, Berkshire SL1 2DQ
United Kingdom
Tel: 44-1753-57.41.23
Telefax: 44-1753-53.14.58
National contribution: joint responsibility

Eurydice Unit Scotland
International Relations Branch
The Scottish Office Education and Industry Department
Floor 1 Area B Victoria Quay
Edinburgh EH6 6QQ
United Kingdom
Tel: 44-131-244.09.14
Telefax: 44-131-244.55.81
National contribution: joint responsibility

EFTA/EEA Countries

ISLAND
Ministry of Education, Science and Culture
Division of Evaluation and Supervision
Eurydice Unit
Sölvhólsgata 4
IS-150 Reykjavik
Tel: 354-560.95.66
Telefax: 354-562.30.68
National contribution: joint responsibility

LIECHTENSTEIN
National Unit of Eurydice
Schulamt
Herrengasse 2
FL-9490 Vaduz
Tel: 41-75-236.67.58
Telefax: 41-75-236.67.71
National contribution: joint responsibility

NORGE
Royal Norwegian Ministry of Education,
Research and Church Affairs
Eurydice Unit
P.O. Box 8119 Dep
N-0032 Oslo
Tel: 47-22-24.74.47
Telefax: 47-22-24.27.30
National contribution: joint responsibility

BEST COPY AVAILABLE

EUROPEAN UNIT OF EURYDICE
Rue d'Arlon 15
B-1050 Brussels